REPORT

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR

1887-88.

BY

COLONEL W. R. M. HOLROYD,
Director of Public Instruction, Punjab.

Published by Authority.

Price Rs. 2-8-0.

Lahore:
THE "CIVIL AND MILITARY GAZETTE" PRESS.
Contractors to the Punjab Government.
1888.

Proceedings of the Hon'ble the Lieutenant-Governor of the Punjab in the Home (Education) Department, No. 577 S., dated Simla, 29th September 1888.

READ—

The Report on Public Instruction in the Punjab during the year 1887-88, submitted by the Director with his letter No. 1565 of 1st September.

REMARKS.—The Report was punctually submitted by the Director of Public Instruction, and presents a clear account of the state of public education in the Punjab during the past year. The general results are satisfactory, but there is little in the Report that calls for special notice, and the Lieutenant-Governor will therefore content himself with a brief review.

2. The number of public educational institutions at the close of the year was somewhat larger than on 31st March 1887-88, and the number of scholars slightly smaller. The principal decrease in numbers has occurred in Primary Schools for boys, and is attributable mainly to the effect of the higher scale of fees now enforced. Expenditure from all sources was larger than in the previous year by nearly Rs. 1,50,000. The increase is explained by the Director in paragraph 9 of the Report, and it will be seen that the additional expenditure from Provincial Revenues is chiefly on account of the improved inspecting and training agencies which were noticed last year—the Lahore Medical College, the Lahore Mission College and the Aitchison (Chiefs) College. A further considerable increase has taken place in the income from fees, which will be considered below. In the case of Secondary Schools the increase amounted to 39 per cent. on the income of the previous year, and in the case of Primary Schools to 21 per cent. The results of the University Examinations were more satisfactory than in the preceding year. A remarkable success has attended private educational efforts in the case of the Dayánand Anglo-Vedic School and College at Lahore, and the cause of female education has made encouraging progress. School discipline and physical training are reported to be steadily improving; and signs are not wanting that in many parts of the Province a real interest in educational matters is at last gradually, if still slowly, awakening. What has been already achieved in the case of Gujránwála—(*vide* paragraph 180 of the Report)—will, the Lieutenant-Governor hopes, also be achieved in the case of many other towns of the Province during the next ten years.

3. The falling-off in the number of students at the Government College, Lahore, is not necessarily to be regretted so far as it is due to the imposition of higher fees. Whatever may be the opinion as regards the levy of moderately high fees for Primary or even the lower branch of Secondary education, there can be no room for doubt that the expenses of University education should now be largely defrayed by the students themselves. It would seem certain, however, that the recent unhappy occurrences regarding the University, which the Lieutenant-Governor trusts are now buried for ever, and the serious fluctuations in the standards of the University Examinations to which the Director alludes, must also have had their effect on the number of collegiate students. The prompt publication of the results of the University Examinations during the year is satisfactory, and it may be hoped that the scheme propounded by the learned Vice-Chancellor of the University for securing greater uniformity of standard in the examinations will be found on trial to prove successful in attaining the object in view. The Lieutenant-Governor is disposed to think that there is perhaps a tendency to discuss such questions in annual reports rather than to treat them separately in an exhaustive manner and lay them formally before the University for consideration. In future His Honor would wish a full analysis of the results of each University Examination with which the Education Department is directly concerned to be prepared from the educational point of view and submitted to the University for information and consideration. Perhaps this is done already; but it does not appear from the present Report that this is so. There can be no doubt for instance that the University would give its most careful attention to such a

proposal as that contained in paragraph 112 of the present Report, *viz.*, that Text Books in English should be prescribed for the Entrance Examination, if the suggestion were supported by a full analysis of the examinations of the past three or four years, and the collective opinions of the educational experts of the Province; but His Honor cannot think that a mere remark to the above effect in an annual report will ever serve any really useful end. It is satisfactory to observe the greater value which is being attached to University education as instanced by the larger number of fourth and fifth year undergraduates, the establishment of the American Presbyterian Mission College in Lahore, and the opening of University classes at the Amritsar Municipal Board School and the Lahore Anglo-Vedic School, to which reference has already been made. The healthy competition which will thus be generated between the various institutions preparing for the higher University Examinations has been generously acknowledged by the Officiating Principal of the Lahore Government College in his report on that Institution, and will doubtless prove of real value in stimulating the cause of higher education throughout the Province. It must be noted, however, that the numbers who entered the 3rd year class in 1887-88 in the Government College, Lahore, were only 28 as compared with 42 in the previous year. The work of St. Stephen's College, Delhi, has continued to be successful during the year, and the numbers of students attending the Lahore Mission College has quadrupled. As the Lahore Oriental College and School have entered on a new régime under Dr. Aurel Stein from the commencement of the present year, it is unnecessary to refer to their work in 1887-88.

4. As pointed out by the Director, secondary education has practically been stationary during the past year. It is not quite correct, however, to say, as in paragraph 72, that there has been a falling-off in every department in Vernacular Secondary Schools, as the numbers in the Lower Primary stage in these schools show a slight increase of 181. This state of things is said to be due to the recent increase of school fees, and no doubt this explanation is correct in the main. The Lieutenant-Governor thinks, however, that it is too early to form any final conclusion as to the effect which the fees now levied in the Punjab will have upon the number of school-going children. After sufficient experience it may prove necessary to revise the scale of fees; but, as far as His Honor can at present judge, revision is quite as likely to be by way of enhancement as by way of reduction. The percentage of passes in the Entrance Examination, though still very low, has risen slightly; but the percentage of passes in the Middle School Examination has fallen from 61 to 43 on the English side and from 68 to 55 on the Vernacular side. These results cannot be considered very satisfactory, and the Director is disposed to refer them to the fluctuation of standards in the examinations. So far as this is the case, the remarks recorded by the Lieutenant-Governor regarding the higher University Examinations apply here also; but it seems possible that other causes also may have had their effect on the results recorded, and it is certainly desirable that neither examination should be made too easy to pass. The wants of the Province in the matter of boarding houses for Secondary Schools should be brought to the notice of Local Bodies from time to time, and the officers of the Department should offer their advice to these bodies on the comparative advantages of completing or perfecting existing institutions and arrangements and establishing new schools. The Lieutenant-Governor is glad to observe that it is generally reported that in spite of the less favourable results of the examinations the Secondary Schools of the Province are on the whole making fair progress, and that the students are beginning to take a real interest in the study of elementary science. The failures in science in the Entrance Examination were, however, very numerous.

5. The increase of 59 Primary Schools is one of the most satisfactory features of the present Report. It is not clear, however, on what figures the alleged increase of 4,400 scholars in Primary Schools is based, as from the data given by the Director in paragraph 97 there would appear to be a decrease of nearly 500. The number of scholars in Primary Schools previously existing has fallen off, and it is shown that the number studying in the Upper Primary stage is now 2,000 less than at the close of 1886-87. The Director has

expressed the opinion that if the present rules as regards fees are maintained a number of parents will either withhold their children from school altogether or will withdraw them while still in the Lower Primary stage. Sir James Lyall is disposed to consider this conclusion somewhat premature; and the actual results, be they what they may, will evidently depend on many other circumstances than the levy of the present moderate scale of fees. The increase of expenditure on Primary Schools during the year is said to have been Rs. 21,000. The results of the examinations of scholars in the two Primary stages give remarkably similar results in both 1886-87 and the year under review. The Lieutenant-Governor would wish to see the subject of Zamíndári Schools, which is noticed in paragraph 108, more fully treated in future reports. The question of the establishment of new Primary Schools by Local Bodies will be noticed further below.

6. The work of the Central Training College during the year appears to have been satisfactory; but it is by no means satisfactory that 55 stipends in the Normal Schools should have remained vacant, and that the selection of masters sent for training at these schools should have been unsuitable. Where these results are due to the carelessness of District Inspectors, notice of their shortcomings should be taken by the Director. The work done in the Mayo School of Industrial Art appears to have been excellent as usual. Proposals for the development of the school, for the erection of further workshops in connection with the departments of technical instruction, and the establishment of a technical school in connection with the railway workshops at Lahore have recently been recommended to the Government of India or sanctioned by the Lieutenant-Governor; and it may be hoped that the practical extension of the influence of the present School of Art which Mr. Kipling has so long desired will be carried into execution during the present year. It is intended that when this is done all industrial schools in the Province shall be visited and directed by the Principal of the Mayo School of Art.

7. The progress made in female education has been briefly noted above. The results attained so far cannot be termed very striking, but the advance which has taken place during the last few years is decidedly hopeful for the future. There are now six Secondary Native Schools for girls in the Province with 62 scholars in the Secondary stage, whereas five years ago hardly any girl students had passed beyond the Primary stage. The numbers in the Upper Primary stage increased by 25 per cent. during the year. The female schools in Gujránwála are considered to be among the most successful in the Province—a result which is largely due to the efforts of Mrs. Steel in recent years.

8. The European Schools of the Province do not appear to call for special notice. Judged by the results of examinations, the year's studies at the Bishop Cotton School, Simla, and High School, Lahore, have left much to be desired; and His Honor hopes that the changes made in the management of these institutions will effect a marked improvement in them in future. The development of the Aitchison (Chiefs) College under the Governorship of Major-General Black, C.S.I., has been very satisfactory, and the Lieutenant-Governor trusts that a long career of useful work will be found to lie before this College. The development of the system of grants to Indigenous Schools is a gratifying feature of the present Report. It cannot be doubted that a field of wide though minor educational usefulness exists in this direction if it is properly worked, and His Honor will expect all Inspectors to see that this field is not overlooked.

9. Sir James Lyall regrets to observe that the Director of Public Instruction is obliged to complain of the want of due interest in educational matters on the part of the majority of the Local Bodies of the Province. His Honor notices, however, with pleasure that the efforts of the Municipal Committees of Moolтan and Gujránwála in this direction are highly commended by Colonel Holroyd. The subject is not one which can be conveniently discussed at length in an annual report, or in the review of such a report, though it is very necessary that it should be briefly touched upon in both. As in the case of

Tahsíldárs, which is noticed below, the Lieutenant-Governor thinks that some scheme should be devised by which the educational labours of each Local Body should be yearly brought to the notice of the District Officer and the Commissioner of the Division, and His Honor will be glad if the Director of Public Instruction will take this matter into his early consideration. It is not understood why there should be any difficulty in dealing immediately with the subject of the expenditure of Local Bodies on educational matters, and it would seem desirable from the facts stated by the Director of Public Instruction that this should be done at once. Unless the information is already available in the offices of the Director or of Inspectors, District Inspectors should immediately be called upon to prepare and submit a statement of the educational expenditure of each Local Body during the past year, and in the years 1882-83 and 1887-78. For each of these years should be shown, in addition to the above—

(1) the number of schools of each class maintained by the Local Body and the number of scholars ;

(2) the income of the Local Body during the year in question ;

(3) the expenditure which should have been incurred on education under the principles laid down in Notifications Nos. 126 and 127 of 24th January last, in accordance with which Government may require District Boards to spend 25 per cent. of their annual income, and Municipal Committees to spend 10 per cent. of their annual income on education over and above grants made to them by Government or another Local Body, and their annual income from education fees.

From such a statement it will be possible to see at a glance how far each body is discharging its duty in education matters, and whether it will be proper for Government to call upon it to spend more of its income on educational objects. This statement should be revised from year to year in the Director's Office, and an abstract of it might appropriately be included in the Provincial Report on Public Instruction at the end of every five years. In view of the terms of the notifications above quoted it is not understood how it can have come to pass, as stated in paragraph 12, that the income of certain schools should exceed the expenditure incurred upon them by the Local Bodies by which they are maintained. District Inspectors and Inspectors should be held strictly responsible for immediately reporting to the Director any instance in which this may occur, and the Director, after due communication with the Local Body concerned and the Commissioner of the Division, should, if necessary, lay the matter before Government for orders. Inspectors of Schools should also invariably take advantage of reassessments of the land revenue, and the consequent enhancement of the income of District Boards, to draw the attention of these bodies to the pressing educational wants of the district in question. The District Board of Ferozepore, for instance, will receive a considerable increase to its income on the introduction of the new assessments during the present year, and will doubtless be in a position to provide additional funds for the twelve schools in the district which are stated in the extract quoted in paragraph 115 of the Report to be without school houses. The Lieutenant-Governor is further unable to understand how it is possible that there should be any doubt as to the actual expenditure of Local Bodies on Primary education, and would wish to receive an early report on the real facts as to such expenditure during 1887-88, and the action taken by Local Bodies to establish new Primary Schools in return for being relieved of certain charges by the Provincial Government. This should be done at once, and not as proposed by the Director (paragraph 22) in the Annual Report for the current year. The changes made in the classification of schools and departments of schools during the past three years render it very difficult for the Government to compare the past and present expenditure of Local Bodies on education. These difficulties, however, can be easily removed by District Inspectors, and the Lieutenant-Governor expects that it will be clearly shown in the above report what the actual facts of the case are. If any Local Bodies have

failed to spend on Primary education the full sum of which they have been relieved on condition of their undertaking further charges under this head, it will have to be considered if they should not be called upon to make good the money which they have thus gained by additional extra expenditure during the next two or three years. It appears to Sir James Lyall somewhat surprising that the Director of Public Instruction has not required the Inspectors of Schools to take steps from the first to keep themselves informed of the proceedings of Local Bodies in this regard, and to report fully at short intervals exactly what was being done by these bodies in this matter.

10. The Lieutenant-Governor approves of the proposal made in paragraph 3 of the present Report that at intervals of five years the educational statistics of the Province should be carefully compared with those recorded five years previously. The tabular statement which Colonel Holroyd has ordered to be prepared, showing the extent to which it has been possible to carry out the recommendations of the Education Committee (paragraph 26), will doubtless prove very useful to all persons interested in the cause of education, and His Honor thinks that it will perhaps be found convenient to publish the statement as an appendix to the Provincial Educational Code when that is reprinted. Orders have recently been issued for the future inclusion of the Report on the Mayo Medical College in the General Report on the Education of the Province—paragraph 67.

11. The thanks of the Lieutenant-Governor are due to all persons who have encouraged the cause of education during the past year by offering prizes and rewards as detailed in Appendix D. to the present Report. His Honor also desires to acknowledge the services of Mrs. Steel, Miss Bose and Miss Bland in connection with the inspection of girls' schools not open to examination by Inspectors. Sir James Lyall observes with pleasure the testimony borne by Colonel Holroyd to the work of Inspectors and Assistant Inspectors, and notices with regret that the co-operation of Tahsíldárs in educational work is stated to be still far from satisfactory. It is desirable that some plan should be devised in consultation with the Financial Commissioner of bringing work of every Tahsíldár in this respect to the special notice of the Deputy Commissioner at the close of each cold season, as a general statement in the Annual Education Report cannot be expected to produce any real or permanent effect. His Honor desires to record again in the present place his acknowledgments of the labours of the Educational and Departmental Conferences. And finally Sir James Lyall wishes to thank Colonel Holroyd for the Report under review, which his Honor considers to be on the whole a good one.

ORDER.—Ordered that the above Remarks be printed and published with the Report as usual.

Also that they be forwarded with the Report to the Government of India in the Home Department.

Also that they be published in the *Punjab Government Gazette.*

By order of the Hon'ble the Lieutenant-Governor,

H. C. FANSHAWE,

Offg. Junior Secretary to Government, Punjab.

Punjab Government Press, Lahore. 6-10-88—340.

CONTENTS.

	Page.
CHAPTER I.—INTRODUCTION—GENERAL SUMMARY AND STATISTICS	1
A.—Introduction and General Summary	1
B.—Education Commission's Recommendations	7
„ *II.*—CONTROLLING AGENCIES	9
„ *III.*—UNIVERSITY EDUCATION	13
„ *IV.*—SCHOOL EDUCATION—GENERAL (NATIVE BOYS)	23
A.—Secondary Schools	23
B.—Primary Schools	31
C.—General Questions	36
„ *V.*—SCHOOL EDUCATION—SPECIAL	40
A.—Training Institutions for Masters	40
B.—Training Institutions for Mistresses	43
C.—Institutions for Technical Training	44
„ *VI.*—FEMALE EDUCATION (NATIVES)	51
„ *VII.*—EDUCATION OF SPECIAL CLASSES	58
A.—Europeans and Eurasians	58
B.—Muhammadans	63
C.—Native Chiefs	65
D.—Low Castes...	66
„ *VIII.*—PRIVATE SCHOOLS	68
„ *IX.*—PREPARATION AND DISTRIBUTION OF TEXT-BOOKS	70
APPENDICES.—A to K	i—xli
STATISTICAL TABLES.—GENERAL TABLES Nos. 1 to VII	i—xxi

Para.

CHAPTER I.—INTRODUCTION—GENERAL SUMMARY AND STATISTICS.

Section A.—Introduction and General Summary—

1	New mode of collecting statistics	1
2	District and circle reports	„
3	Change in the forms of subsidiary reports	„
	Comparison of statistics	„
4	Working of the new system of collecting statistics	„
5	Deficiencies of the new subsidiary reports	2
6	Summary of statistics, ...	„
7	Secondary and Primary schools	„
8	Stages of instruction	„
9	Expenditure	„
10	Expenditure from Provincial revenues	4
11	Expenditure from District funds	5
12	Expenditure from Municipal funds	„
13	Expenditure "from other sources"	„
14	Tuition fees	„
15	Other fees	„
16	Results of examinations	„
17	University examinations	6
18	Upper and Lower Primary examinations	„
19	Physical training	„
20	Conduct of students and moral instruction	„
21	General progress	„
22	Expenditure by District and Municipal Boards and Committees ...	7
23	Management of District and Municipal Board Schools	„
24	Private educational movements	„
25	Interest of the people of Shahpur District in education	„

Section B—Education Commission's Recommendations—

26	Extent to which the recommendations of the Education Commission have been carried out	„

Para.		Page.
	CHAPTER II.—CONTROLLING AGENCIES.	
27	Superior controlling staff	9
28	Inspection of schools	„
29	District Inspectors	„
30	Educational work of Tahsildárs	„
31	Inspection of Pardah schools	„
32	General Educational Conference	10
33	Subjects discussed by the General Conference	„
34	Government Resolution on the proceedings of the Conference	„
35	Departmental Conference	11
36	Additional chapters for the Punjab Education Code	
	CHAPTER III.—UNIVERSITY EDUCATION.	
37	The University	13
38	University examinations	„
39	Remarks as to the quality of the Arts examinations	„
40	Oriental examinations	„
41	Oriental Titles examinations...	„
42	Professional examinations	„
43	Promptness in the publication of the results	„
44	Fixity of standard	14
45	Trial of the proposal	„
46	The system of marking	„
47	Number of Arts Colleges	„
48	Number and distribution of Scholars	„
49	Expenditure	15
50	Scholarships	„
51	Results of examinations in Arts Colleges	16
52	Results in each subject of the different Arts examinations	„
53	Report on the Lahore Government College	17
54	Decrease in numbers	„
	Remarks as to fees	„
	Intermediate classes of the Lahore Government College	„
55	Future of the higher classes	„
56	Results of examinations	18
57	Report on the St. Stephen's Mission College, Delhi	„
58	Character of the report	„
59	Students	„
60	Brief account of the Lahore Mission College	19
61	Number of students	„
62	Subjects studied by students	„
63	Study of English	„
64	Expenditure	„
65	Results of examinations	20
66	Reorganization of the College and contemplated improvement in the method of teaching Oriental languages	„
67	Report on the Medical College	„
68	Scholars	„
69	Expenditure	„
70	Results of examinations	21
	CHAPTER IV.—SCHOOL EDUCATION—GENERAL (NATIVE BOYS).	
	Section A.—Secondary Schools—	
71	Number of Secondary schools and scholars	23
72	Comparison of statistics	„
73	Causes of decrease in numbers	„
74	Expenditure	24
75	Comparison of expenditure	„
76	Increase in fees	25
77	Expenditure on scholarships	„
78	Results of examinations	26
79	Entrance examination	„
80	Remarks on the results of the Entrance examination	27
81	Special mention of the Daya Nand Anglo-Vedic school	„
	Other schools specially mentioned	„
82	Vernacular High schools	„
83	Middle school examination	28
	Inspector's remarks on the Middle school examination	„

Para.		Page.
85	Boarding houses	28
86	Delhi Circle	„
87	Jullundur Circle	„
88	Lahore Circle	29
89	Ráwalpindí Circle	„
90	Derajat Circle	„
91	Mr. Cope's remarks regarding discipline and conduct of students	„
92	Lálá Ságar Chand's remarks regarding moral training	30
93	Numbers learning English	„
94	Inspector's remarks on the subject	„
	Jullundur Circle	„
95	Ráwalpindí Circle	„
96	General progress	31

Section B.—Primary Schools—

97	Primary schools and scholars	31
98	Scholars in Primary schools and Primary departments of Secondary schools	32
99	Difference in the number of scholars in different classes of schools	„
100	Causes of reduction in numbers in Upper Primary departments	33
101	Expenditure on Primary schools	„
102	Increase of expenditure—general	34
103	Expenditure from different sources	„
104	Expenditure on Aided and Unaided schools	„
105	Fees	„
106	Expenditure on scholarships	„
107	Results of Primary examinations	„
108	Zamíndári schools	35
109	Conduct of students, moral instruction, &c.	„
110	General progress of Primary Education	36

Section C.—General Questions—

111	Improvement due to the employment of trained teachers	36
112	General character of instruction	„
113	Physical training, games, &c.	„
114	School buildings, furniture and apparatus	37
115	Extracts from reports of Inspectors on the subject	„
116	Extension of English education	38
117	Rewards and prizes	39
118	Schools in Native States	„

CHAPTER V.—SCHOOL EDUCATION—SPECIAL.

Section A.—Training Institutions for Masters—

119	Report on the Central Training College	40
120	The Principal	„
121	Mr. Bell's superintendence of the College	„
122	The Principalship of the College	„
123	Number of students in the Central Training College	„
124	Results of examinations, Central Training College	41
125	Results of examinations, other students	„
126	Candidates for admission to the C. T. College	„
127	General progress and conduct of students	„
128	The Central Model School	„
129	Normal schools and scholars	„
130	Expenditure on Normal schools	42
131	Stipends	„
132	Junior Vernacular Certificate examination, Government Normal schools	„
133	Percentage of passes in different Normal schools	43
134	Junior Vernacular Certificate examination, other students	„
135	Criticism lessons	„
136	Physical training	„
137	Boarding houses	„
138	Discipline and moral training	„
139	Unsuitable men sent for training to Normal schools	„

Section B.—Training Institutions for Mistresses—

140	Normal schools for mistresses	43
141	The Delhi Normal school	44
142	The Amritsar Normal school	„
143	Character of the instruction given in Female Normal schools	„
144	European Female Training school, Delhi	„
145	Future of Female Normal schools	„

Para.		Page.
Section C.—Institutions for Technical Training—		
146	The Lahore Medical School	44
147	The Lahore Veterinary School	,,
148	Results of examinations	45
149	Boys of the agricultural class fit students for the school	,,
150	Increased demand for Veterinary Assistants	,,
151	The Lahore Law School	,,
152	The Mayo School of Industrial Art	,,
153	Students in various classes	,,
154	Expenditure	,,
155	Stipends	,,
156	Future of the school	,,
157	Industrial Schools	46
158	Students and expenditure	,,
159	The Delhi Industrial School	,,
160	S. P. G. Mission Female Industrial School, Delhi	,,
161	The Amritsar Industrial School	,,
162	The Kasúr Industrial School	47
163	The Baunú Industrial School	,,
164	The past of the Industrial schools	48
165	The Committee on technical education	,,
166	Summary of the measures recommended by the Committee and approved by Government	,,

CHAPTER VI.—FEMALE EDUCATION (NATIVES).

167	Female schools and scholars	51
168	Increase and decrease in the number of scholars in different stages of instruction	,,
169	Expenditure	,,
170	Fees	53
171	Scholarships	,,
172	Results of examinations	,,
173	Special subjects taught in female schools	,,
174	Boarding arrangements	,,
175	Discipline and moral training	,,
176	Effect of recent measures for the improvement of female education	55
177	Effect of the liberal rules regarding scholarships	,,
178	Secondary schools for girls	,,
179	The Victoria School and the opening of more Middle Departments	56
180	Mention of certain noteworthy Primary schools	,,
181	Growing desire for female education	,,
182	General progress	,,

CHAPTER VII.—EDUCATION OF SPECIAL CLASSES.

Section A.—Europeans and Eurasians—		
183	Schools and scholars	58
184	Classification of European schools	,,
185	Increase in the number of schools and scholars	,,
186	Expenditure	,,
187	Expenditure on the Sanáwar Asylum	59
188	Expenditure on the Murree Asylum	60
189	Expenditure on Aided schools	,,
190	Fees	,,
191	Scholarships	,,
192	Results of examinations	,,
193	Entrance examination	,,
194	The standard examinations	,,
195	Scholarship examinations	62
196	Boarding and sanitary arrangements	,,
197	Discipline and conduct of students	,,
198	General progress	,,
199	Special mention of the Lawrence Military Asylum at Sanáwar	,,
200	Technical instruction	63
201	Pupil teachers	,,
202	Health	,,
203	The move to Sabáthu	,,
204	Special mention of the Lawrence Memorial Asylum, Murree	,,

Para.		*Page.*
Section B.—Muhammadans—		
205	State of Education among Hindús, Sikhs and Muhammadans compared	63
206	Muhammadans	65
207	Hindú, Sikh and Muhammadan girls	„
208	Jubilee Scholarships for Muhammadans and relief in the payment of fees	„
209	Future comparison of statistics	„
Section C.—Native Chiefs—		
210	The Aitchison College	65
211	Stages of instruction	„
212	Results of examinations	66
213	General condition	„
Section D.—Low Castes—		
214	Low caste schools	66

CHAPTER VIII—PRIVATE SCHOOLS.

215	Private schools and scholars	68
216	Increase in the number of scholars	69
217	Grants to Indigenous schools	„
218	Schools and scholars examined for grants	„

CHAPTER IX—PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

219	Report of the Superintendent, Educational Press	70
	The year's transactions	„
220	Transactions of the old Government Book Depôt	„
221	Report on the operations of the Text-Book Committee	„
222	New constitution of the Text-Book Committee	„

APPENDICES.

A.	Report on the Government College, Lahore	i
B.	Report on the St. Stephen's Mission College, Delhi	x
C.	Report of the Lahore Medical College and School	xiii
D.	List of prizes and medals offered by private liberality on the results of the Middle School and Entrance Examinations	xiv
E.	Return of Public Colleges, Schools and scholars in certain Native States	xviii
F.	Remarks by Mr. W. Bell in connection with the Report on the Central Training College	xxi
G.	Report on the Lahore Veterinary School	xxix
H.	Report on the Mayo Industrial School of Art, Lahore	xxxi
J.	Report of the Superintendent of the Educational Press	xxxiii
K.	Report on the working of the Punjab Text-Book Committee	xl

STATISTICAL TABLES.

General Table	No.	I.—Abstract Return of Colleges, Schools and Scholars	
Do.	No.	II.—Abstract Return of expenditure on Public Instruction	ii—iii
Do.	No.	III.—Return of Colleges, Schools and Scholars	iv—v
Do.	No.	IIIA. Return of Colleges, Schools and scholars (European)	vi—vii
Do.	No.	IV.—Return of expenditure on public instruction	viii—xi
Do.	No.	IVA. Return of expenditure on public instruction (European)	xii—xiii
Do.	No.	V.—Return of the stages of instruction of pupils in public schools for general education	xiv—xv
Do.	No.	VA. Return of the stages of instruction of pupils in public schools for general education (European)	xvi—xvii
Do.	No.	VI.—Return showing the results of prescribed examinations	xviii—xix
Do.	No.	VII.—Return showing the distribution of Local Fund and Municipal expenditure on Public Instruction	xx—xxi

CHAPTER I.

GENERAL SUMMARY AND STATISTICS.

Section A.—Introduction and General Summary.	Para.
Collection of statistics	1–5
General statistics	6—8
Expenditure	9—15
Examinations	16—18
Physical training	19
Conduct of students and moral instruction	20
General progress	21
Expenditure by District and Municipal Boards and Committees ...	22
Management of District and Municipal Board Schools	23
Private educational movements ...	24
Interest of the people of Shahpur District in education	25
Section B.—Education Commission's Recommendations.	
Extent to which the recommendations of the Education Commission have been carried out	26

SECTION A.—INTRODUCTION AND GENERAL SUMMARY.

New mode of collecting statistics.

1. Since the submission of my last report a change has been made in the method of compiling the annual statistics. Formerly the tables were prepared from materials supplied monthly to my office. Now returns in as simple a form as could be devised to supply the necessary information regarding public schools are prepared by District Inspectors and School Managers. These contain the statistics for the school year, that is for the twelve months preceding the annual inspection; and are collected by Inspectors of Schools during their tour. Statistics of private schools, that is of schools which do not prepare boys for public examinations, are collected by District Inspectors, chiefly through patwáris, and are supplied to the Inspectors. Entries of the figures supplied for each district are made by Inspectors in tables prescribed for the purpose and are added up when the annual inspections are completed and abstracts of these tables supply the statistics for the whole circle.

District and circle reports.

2. Inspectors are required to submit a full report on each district; and the district reports will in future afford all the material required for the reports on each circle, as the statistics which come under consideration at the time of the annual inspection will be incorporated in the circle reports.

Change in the forms of subsidiary reports.

Comparison of statistics.

3. Some change has been made also in the form of the reports submitted by Inspectors and Principals; and tables have been introduced into the body of the reports of such a nature as to facilitate a comparison of the statistics of the last two years. After intervals of five years the statistics of the year under report will be compared not with those of the previous year, but with the statistics shown five years before.

Working of the new system of collecting statistics.

4. This being the first occasion on which the new system came into force, it was apprehended that some mistakes might be expected to occur. This proved to be the case, but advantage was taken of the presence in Lahore of Inspectors and Assistant Inspectors at the Educational Conference to clear up doubtful points; and the returns containing the figures for each district having been submitted, a detailed examination of the statistics in my office was practicable. Hereafter the

Chap. I, A, 4. Introduction and general summary.

Inspectors should experience no difficulty in the compilation of the statistics, and the work of the Director's Office will, it is hoped, be materially reduced.

Deficiencies of the new subsidiary reports.

5. There are a few points of interest that it was intended to illustrate by means of the tables referred to, regarding which it was too late to obtain information, when instructions for the preparation of the new reports were issued; but this will be supplied on the next occasion. It is unfortunate also that two Inspectors having taken furlough, and a third having been transferred to another circle, the reports on three of the five circles were written by officers who had recently taken charge and who had, therefore, no personal knowledge of their circles.

Summary of statistics.

6. The table on the opposite page contains a general summary of the statistics of the last two years.

It will be seen that there has been a small increase in the number of public schools and a small decrease in the number of scholars on the rolls; whilst a slight reduction in the number of private schools has been accompanied by a substantial addition to the number of scholars. The total number of scholars on the rolls now approaches 287,000 and shows an increase of nearly 2 per cent. since the previous year.

Secondary and Primary schools.

7. The apparent increase in the number of boys in Secondary schools has been caused mainly by the inclusion in this year's returns of certain boys attending the branches of some of these institutions, who should properly have been entered in the returns of Primary schools;* and the decrease shown in Primary schools is due chiefly to the above cause, combined with the fact that some boys were shown last year as scholars in unaided public schools, though they did not come properly under that designation.† Practically the total number of boys both in Secondary and in Primary schools is about the same as before, though in many schools and in many districts there has been a considerable decrease of numbers in consequence of the enhanced rates of tuition fees.

Stages of instruction.

8. Turning to the number of scholars in different stages of instruction on the rolls of public schools, we find amongst boys an increase of about four per cent. in the High Department, and a decrease of about three per cent. in the Middle Department, whilst the proportion of girls in both departments has largely increased. The most significant fact is a decrease of about 9 per cent. in the Upper Primary Department, due to enhanced rates of fees, though this is counterbalanced by an increase in the Lower Primary Department. In girls' schools there is a satisfactory increase of numbers in the Upper Primary Department, but a decrease in the Lower Primary Department.

Expenditure.

9. The statement of expenditure shows very considerable fluctuation under certain heads, the causes of which are noted below:—

Arts Colleges.—Expenditure on Lahore Mission College.

Medical College.—Owing apparently to the fact that the professorial staff was strengthened during the course of the previous year, and that the additional expenditure is shown for the whole of the current year.

---

* This was not discovered in sufficient time to alter the statistical tables.

† For the same reason the increase in the number of Primary schools is shown as less than it would be if these errors had not occurred.

COMPARATIVE ABSTRACT, 1886-87 AND 1887-88.

GENERAL SUMMARY.

	Number of Institutions.				Number of Scholars.				Expenditure.			
	1887-88.	1886-87.	Increase.	Decrease.	1887-88.	1886-87.	Increase.	Decrease.	1887-88.	1886-87.	Increase.	Decrease.
PUBLIC INSTITUTIONS.									Rs.	Rs.	Rs.	Rs.
FOR MALES.												
Arts Colleges ... English ...	3	3	...	...	305	319	...	14	72,662	69,412	3,250	...
Arts Colleges ... Oriental ...	1	1	...	...	135	122	13	...	20,890	21,835	...	945
Medical Colleges	1	1	...	...	61	68	...	7	61,302	57,197	4,105	...
Secondary schools	247	234	13	...	45,840	44,009	1,831	...	6,73,921	6,01,137	72,784	...
Primary schools	1,649	1,624	16	...	77,033	79,529	...	2,496	3,38,117	3,28,333	9,784	...
Total institutions for general education	1,887	1,858	29	...	122,873	123,538	...	665	10,12,038	9,29,470	82,568	...
Schools for special instruction	13	15	...	2	822	933	...	111	1,16,413	1,10,997	5,416	...
Total institutions for general education and for special instruction	1,900	1,873	27	...	123,695	124,471	...	776	11,28,451	10,40,467	87,984	...
FOR FEMALES.												
Secondary schools	17	11	6	...	1,123	799	324	...	82,352	75,131	7,221	...
Primary schools	308	310	...	2	9,542	10,173	...	631	82,567	1,24,515	...	41,948
Total schools for general education	325	321	4	...	10,665	10,972	...	307	1,64,919	1,99,646	...	34,727
Schools for special instruction	4	4	...	...	63	62	1	..	9,034	9,793	...	759
Total schools for general education and for special instruction	329	325	4	...	10,728	11,034	...	306	1,73,953	2,09,439	...	35,486
Total Public institutions for males and females ...	2,234	2,203	31	...	134,924	136,014	...	1,090	14,57,358	13,98,350	58,908	...
PRIVATE AND INDIGENOUS SCHOOLS.												
For males	14,513	14,916	...	403	135,014	131,902	3,112	...	...	...	...	...
For females	1,678	1,611	67	...	16,636	13,243	3,393	...	...	...	...	...
Total males and females ...	16,191	16,527	...	336	151,650	145,145	6,505	...	...	...	...	...
Grand Total of Institutions; Public and Private ...	18,425	18,730	...	305	286,574	281,159	5,415	...	...	...	...	...
Scholarships	...	...	...	...	...	...	...	...	1,13,643	1,08,569	5,074	...
Other charges	...	...	...	...	...	...	...	...	8,28,414	7,50,244	78,170	...
Grand Total of Expenditure	...	...	...	...	...	...	...	..	23,99,315	22,57,163	1,42,152	...
	Number of scholars.											
High stage ... ... Boys	1,474	1,407	67	...	From Imperial Revenues ...				1,33,869	1,26,024	7,845	...
High stage ... ... Girls	16	6	10	...	,, Provincial Revenues ...				6,25,047	7,47,746	...	1,22,699
Middle stage ... ... Boys	9,616	9,936	..	320	,, District Funds ...				4,54,086	4,89,269	...	35,183
Middle stage ... ... Girls	231	147	84	...	,, Municipal Funds ...				3,06,703	3,06,270	433	...
Total ... ... Boys	11,090	11,343	...	253	,, Fees Tuition fees ...				2,67,629	2,23,407	44,222	...
Total ... ... Girls	247	153	94	...	,, Fees Other fees ...				96,148	25,544	70,604	...
					,, Other sources ...				5,15,833	3,38,903	1,76,930	...
Upper Primary* stage Boys	22,669	24,674	...	2,005								
Upper Primary* stage Girls	639	542	97	...								
Lower Primary* stage Boys	89,099	87,521	1,578	...								
Lower Primary* stage Girls	9,794	10,277	...	483	Total				23,99,315	22,57,163	1,42,152	...
Total ... ... Boys	111,768	112,195	...	427								
Total ... ... Girls	10,433	10,819	...	386								

* Of both Secondary and Primary schools.

Chap. I. A. 9. Introduction and general summary.

Secondary Schools for boys.—Nearly Rs. 19,000 on account of Aitchison College; about Rs. 5,000 on account of Branch Schools which should properly have been shown under the head of Primary Schools. European schools about Rs. 11,000; the balance in aided native schools.

Primary Schools for boys.—Larger expenditure in Board Schools the number of which has been increased.

Secondary Schools for girls.—Increase due to raising the girls' school, Murree Asylum, to the class of a Secondary school.

Primary Schools for girls.—Actual decrease—native schools—in round numbers Rs. 4,000; Murree Asylum no longer included amongst Primary Schools, Rs. 8,000; European schools, Rs. 30,000, due partly to some schools having been raised to Middle Class and partly to exclusion of boarding-house charges and estimated value of services of teachers of religious denominations erroneously entered in previous returns.

Expenditure on scholarships.—Increase due mainly to endowed scholarships, Aitchison College.

Other charges.—Increase due mainly to inclusion of expenditure on aided European boarding-houses not shown in previous returns.

It may be observed that there have been considerable changes under the various heads included in other charges as noted below. The increase under inspection is due to the measure taken as reported last year to strengthen the subordinate staff. That under the head of furniture and apparatus is chiefly on account of expenditure in European schools.

	1886-87.	1887-88.	*Difference.*
	Rs.	Rs.	Rs.
1. University	55,022	62,699	+7,677
2. Direction	39,630	41,080	+1,450
3. Inspection	1,32,734	1,42,711	+9,977
4. Buildings	3,58,129	2,94,171	−63,958
5. Furniture and Apparatus	22,497	53,542	+31,045
6. Miscellaneous	1,42,232	2,34,211	+91,979
Net increase	...	...	78,170

Expenditure from Provincial revenues.

10. The decrease of expenditure under the head of Provincial Revenues is due to the fact that a grant of about Rs. 1,64,000 was paid during the previous year to the building fund of the Aitchison College. There has been on the other hand increased expenditure on subordinate inspection and training institutions, caused by the transfer of charges on this account formerly paid from District funds, to Provincial Revenues, the establishments being at the same time strengthened and improved. This measure was carried out during 1886-87; but the charges referred to were paid from Provincial Revenues during a portion only of that year.

Expenditure from District funds.

11. District Committees, as explained in my last report, have been relieved during 1886-87 of charges aggregating in round numbers Rs. 73,000 per annum. On the other hand they are required to pay certain charges for scholarships aggregating nearly Rs. 18,000 per annum. This leaves a balance of Rs. 55,000 which was to be devoted to the improvement and extension of Primary education and the encouragement of Indigenous schools. The arrangements referred to were introduced during the latter part of 1886-87, so that their effect could be seen to a small extent only. On the whole District Boards and Committees expended on education less by about Rs. 1,600 than in the previous year. During 1887-88, the expenditure has further decreased by more than Rs. 35,000 so that the expenditure is less by nearly Rs. 37,000 than in 1885-86.

Expenditure from Municipal funds.

12. Of the expenditure shown under the head of Municipal funds nearly Rs. 1,55,000 is paid by the Accountant-General to those bodies as an equivalent for the expenditure previously paid through the department for schools that have been localised. The fees levied in Municipal schools have risen since 1885-86, by about Rs. 40,000 and some of the larger Municipalities have consequently saved a considerable amount by the localisation; and a few cases are mentioned by the Inspector of the Lahore Circle, where the contributions from Provincial revenues, fees and other sources actually exceeded the whole cost of the schools. Some municipalities on the other hand have established new schools and otherwise increased the expenditure.

Expenditure from "other sources."

13. The increased expenditure from "other sources" consisting mainly of subscriptions, endowments, &c., is due to an item of Rs. 1,53,000 raised by subscription, and spent on the Aitchison College buildings, and to the inclusion in the returns for the first time of expenditure from private sources on boarding charges mainly in European schools, which amounts to about Rs. 42,000. The estimated value of the services of ladies of religious orders, on the other hand, has been excluded on the present occasion.

Tuition fees.

14. There has been a large increase in tuition fees. This has accrued chiefly in Secondary schools for natives. In European schools, as explained in Chapter VII, the increase appears to be less than is actually the case, owing to the fact that the whole amount of fees levied in the Lawrence Military Asylum at Sanáwar was shown by the Principal as tuition fees in the previous year.

Other fees.

15. The other fees include those levied by the Punjab University from candidates for examination which show a steady annual increase, and fees paid by boarders. Under the latter head the increase amounts to nearly Rs. 64,000, owing to the fact that fees paid by boarders in European schools have this year been included for the first time in the returns. In the case of native boarding houses, the amount of fees is insignificant, as students either provide their own food or pay the actual cost under special arrangements, so that no regular fee is levied on this account.

Results of Examinations.

16. The statement on the next page shows the number of candidates who were successful in the Degree Examinations, the Intermediate or First Arts, and the Entrance Examinations held by the Punjab and Calcutta Universities, the Middle School Examination held by the Punjab University, and the Primary School Examinations held by the Department :—

Chap. I. A. 16

Introduction and general summary.

GENERAL SUMMARY.

NUMBER OF CANDIDATES SUCCESSFUL IN VARIOUS EXAMINATIONS.

				Number of successful candidates.			
				1887-88.	1886-87.	Increase.	Decrease.
1	Master of Arts Examination			1	1		
	Master of Oriental Learning			...	...	...	...
2	Bachelor of Arts			28	24	4	...
	Bachelor of Oriental Learning			4	1	3	...
8	Intermediate	Arts	Calcutta	3	2	1	...
			Punjab	44	37	7	...
		Oriental	Punjab	7	5	2	...
Entrance Examination, Calcutta			Boys	64	35	29	...
			Girls	1	1	...	...
Ditto	Punjab	English	Boys	201	156	45	...
			Girls	...	...	...	...
		Vernacular	Boys	11	14	...	3
Middle School Examination		Anglo-Vernacular	Boys	801	1,012	...	211
			Girls	22	13	9	...
		Vernacular	Boys	613	766	...	153
			Girls	...	...	...	...
Upper Primary Examination			Boys	5,980	5,757	223	...
			Girls	131	134	...	3
Lower Primary Examination			Boys	10,804	11,374	...	570
			Girls	451	408	43	...

Note.—The results of the Calcutta examinations entered in this statement do not appear in General Table VI as the statement of results was received from the Registrar of the Calcutta University too late to be incorporated in that table.

University examinations.

17. In all the examinations held by the University, with the exception of the Middle School Examination, there has been an increase in the number of passes. This is so far satisfactory; but the number of successful candidates, as I have explained elsewhere, is generally less than it should be, owing, in the case more especially of the M. A. Examination, to the very high percentage of marks required to obtain a mere pass, and in other cases to the great fluctuations in the standard; so that students fail wholesale sometimes in one subject and sometimes in another.

Upper and Lower Primary Examinations.

18. In the Upper Primary Examination there has been a small increase in the number of passes, in the Lower Primary Examination a slight decrease.

Physical training.

19. Physical training and the encouragement of games of all kinds receive due attention; cricket matches and tournaments have been held during the year, and a general scheme has been drawn up by the Conference, and is approved by Government.

Conduct of students and moral instruction.

20. The conduct of the students during the past year has been generally satisfactory, and discipline tends to improve. The whole question of moral instruction and discipline has recently been discussed at great length by the Education Conference, and their recommendations on the subject have been accepted with some slight modification by Government.

General progress.

21. The general progress during the year has been satisfactory, except as regards attendance, which has been checked at every stage by the enhanced rates of fees. We seem to have advanced considerably beyond other Provinces as regards the measures taken to raise the fees. The rates in Vernacular Schools are now fixed, some concessions being granted in backward districts. In Anglo-Vernacular Schools and Colleges it was arranged that the rates should rise annually to a certain point. One object held in view in introducing this arrangement was that if the rates at any time should appear to have approached a stage where they would prove actually prohibitive, it might be possible to postpone the imposition of the usual annual increment without making an actual reduction, which is always undesirable.

Chap I.A 22. Introduction and general summary.

22. I have noticed above the expenditure on education by District and Municipal Boards and Committees. It will be necessary to take this question up during the ensuing year, and I shall be in a position to discuss it more fully in the next annual report.

Expenditure by District and Municipal Boards and Committees.

23. The management of District and Municipal Board Schools is another question on which some of the Inspectors have written at length. District Boards, as a rule, do not take an active part in school management, but leave all to the local officers. There are many complaints with regard to Municipal Committees, but I think that the difficulties complained of will be removed to a considerable extent if certain recommendations of the Departmental Conference that are under consideration should be approved. I am glad to see that the interest displayed in educational matters by the Municipality of Mooltan has been highly commended; and it is greatly to the credit of the Municipality of Gujránwála that this small town contains such a large number of boys and girls under instruction as to be an example to the Province at large. The general question can be more conveniently considered after another year's experience of the working of the new system.

Management of District and Municipal Board Schools.

24. Amongst educational movements conducted by native societies, the most remarkable is the collection—by means of subscriptions raised throughout the Province—of a large sum of money for the support of the Dayánand Anglo-Vedic School and College at Lahore. This institution is well managed and the strictest discipline is maintained. Religious instruction and prayer form an important feature in the scheme. There is an excellent boarding house, and the inmates are kept under constant surveillance. The arrangements for board and sanitation are highly praised. The Inspector was welcomed to the institution and given every information; though the promoters do not desire to obtain a grant-in-aid, as they wish to be perfectly independent of Government support.

Private educational movements.

Several small schools have been established, and lectures on moral and religious subjects have been given by local branches of the Arya Samáj in other parts of the Province. Muhammadan societies also encourage education in various ways, by the establishment of schools and the foundation of prizes and scholarships, and those at Abbott-abád and Gujránwála have set on foot public reading rooms. The Bhrátri Sabhá at Dera Isma'íl Khán is said to be doing very useful work, and has recently opened a High Anglo-Vernacular School to which the Muhammadans have liberally contributed.

25. The Inspector of the Ráwalpindí Circle draws attention to the following remarks by the Deputy Commissioner of Shahpur, as he thinks it a matter for great satisfaction that the attitude of the people in so backward a district should be of the nature described.

Interest of the people of Shahpur District in education.

"The people are taking a great interest in education. Many of the most prominent people of the district are exerting themselves in its development, and one evidence of this is, the liberality with which many of the members of the District Board have subscribed, to give prizes yearly in the various Primary and Middle Examinations."

SECTION B.—EDUCATION COMMISSION'S RECOMMENDATIONS

26. Almost all the recommendations of the Education Commission have been carried into effect, so far as circumstances will allow. A special report explaining fully the measures that have been taken was submitted to the Government of India about two years

Extent to which the recommendations of the Education Commission have been carried out.

Chap. I B, 26, Introduction and general summary

ago, and the question has been dealt with more briefly in my last two reports. I have now had a statement prepared, showing in a tabular form, all the recommendations of the Commission and the measures taken to carry them out; but it is not yet quite complete. When this is ready, it will be easy for the Government to determine how many of the recommendations of the Commission may be considered to be finally disposed of, and what action, if any, is required with regard to the others.

CHAPTER II.

CONTROLLING AGENCIES.

	Para.		Para.
Superior controlling staff .. .	27	Inspection of Pardah schools	31
Inspection of schools	28	General Educational Conference	32—34
District Inspectors	29	Departmental Conference .	35
Educational work of Tahsíldárs ..	30	Additional Chapters for the Punjab Education Code	36

Superior controlling staff

27. Lálá Piyáre Lál held charge of the Delhi Circle during the year, except during three months when he was absent on privilege leave, and Bábú Harí Singh, Assistant Inspector, officiated for him. Since the close of the year, Lálá Piyáre Lál has been transferred to the Jullundur Circle, *vice* Mr. Harvey, who has taken furlough; and Mr. Lewis, Principal of the Lahore Government College, has been appointed to act as Inspector, and placed in charge of the Delhi Circle. Mr. Harvey held charge of the Jullundur Circle throughout the year. When the year opened, Dr. Stulpnagel was in charge of the Lahore Circle and on his proceeding on furlough in April 1887, Mr. Haden Cope was appointed to officiate. The Ráwalpindí Circle remained in charge of Mr. Thompson until March last, when that officer proceeded on furlough; and Lálá Ságar Chand, Assistant Professor, in the Lahore Government College, was appointed to officiate. Maulaví Yúsuf 'Alí Khán held charge of the Deraját Circle throughout the year.

Inspection of schools.

28. The inspection of the schools throughout the Province was carried out by the Inspectors and their Assistants in a thorough and systematic manner in accordance with the requirements of the Code.

District Inspectors.

29. The work of the District Inspectors is reported to have been very satisfactory in the great majority of districts, except in the Delhi Circle, which Mr. Lewis finds from the reports that there has been in many cases a lack of zeal and activity. There are a few other District Inspectors, men appointed some years ago, whose qualifications are not what they should be.

Educational work of Tahsíldárs.

30. In four out of the five circles the Tahsíldárs, as a general rule, pay little or no attention to their educational duties, and disregard the orders laid down by the Financial Commissioner for their guidance. In the head-quarters tahsíl of the Gujránwála district, the Tahsíldár visited only 4 schools out of 31, and other flagrant instances of neglect are reported. In the Jullundur circle the work of Tahsíldárs appears to be far more satisfactory than elsewhere, and there are other cases where their work is commended. The rules above referred to have now been embodied in the Education Code, and they have been brought again to the special notice of Deputy Commissioners.

Inspection of Pardah schools.

31. Female schools not open to male inspection were visited by Mrs. Steel, a lady who has done much for the improvement of Girls' schools, and to whom the Department is much indebted. She was assisted by Miss Bose, the lady in charge of the

Chap. II, §f. Controlling Agencies.

Victoria School at Lahore, and by Miss Bind, of the Agra Mission.

General Educational Conference.

32. The third annual meeting of the General Educational Conference was held at Lahore on the 24th April last, and the Conference continued its sittings with an interval of one day on Sunday, until the 2nd May.

Subjects discussed by the General Conference.

33. The subjects discussed by the Conference may be arranged under the following main heads :—

(1). Moral training and discipline in schools and colleges, and the promotion of games and gymnastic exercises.

(2). Technical and scientific instruction and drawing in schools for general education, and scholarships in technical schools.

(3). Draft chapter on inspection.

(4). Miscellaneous questions, *viz.*:—

- (*a*). Slight modification of rule regarding staff grants.
- (*b*). Free students and students on half fees.
- (*c*). Students on completion of prescribed courses may appear at Entrance and Middle School Examinations.
- (*d*). Petitions from subordinate teachers of Board Schools.
- (*e*). Modification in authorised holidays.
- (*f*). A minimum of six scholars required to constitute a school.
- (*g*). Suggestions to University regarding Entrance and Middle School Examinations.
- (*h*). Proposal to make University scholarships tenable in Native States.

(5). Terminology in scientific and mathematical books in the vernacular.

(6). Female education—

- (*a*). Middle Standard Examination for native girls.
- (*b*). Course of study in the Middle Department of Girls' schools.
- (*c*). Teachers' certificates.
- (*d*). Staff grants.
- (*e*). Normal schools and classes.
- (*f*). Grants for needlework.
- (*g*). Scholarships in Primary Departments.
- (*h*). Bedí Khem Singh's schools.

(7). Slight changes in various Articles of the Code.

Government Resolution on the proceedings of the Conference

34. A Resolution has been published in the *Gazette*, in which the Lieutenant-Governor has recorded his sense of the care and attention bestowed by the members on the consideration of these questions; the proceedings of the Conference have been reviewed at length, and the orders of His Honour have been set forth. Sir James Lyall has expressed his concurrence in most of the conclusions arrived at by the Conference, though he was not able in every instance to accept their recommendations without modification.

Departmental Conference.

35. The Departmental Conference sat at Lahore from the 2nd to the 6th and from the 7th to the 12th May. The Conference discussed the Draft Chapters on the Department and on Training Institutions for the Punjab Education Code, and such portions of the Chapter on Inspection as had been referred to them by the General Conference, together with many other matters relating chiefly to arrangements that are of importance from a Departmental point of view, but which it is unnecessary here to recapitulate.

Additional chapters for the Punjab Education Code.

36. The Chapters on the Department, the Lahore Government College, on Training Institutions and on Inspection, have received the final approval of His Honour the Lieutenant-Governor, and have been published in the *Gazette*, and they will be included in the next edition of the Punjab Education Code.

UNIVERSITY EXAMINATIONS, 1887-88 AND 1886-87.

		Provincial Institutions.				Extra Provincial Institutions.				Private Students.				Total.			
		1887-88.	1886-87.	Increase.	Decrease.	1887-88.	1886-87.	Increase.	Decrease.	1887-88.	1886-87.	Increase.	Decrease.	1887-88.	1886-87.	Increase.	Decrease.
Calcutta First Arts ...	Candidates	15	4	11	...	1	...	1	...	...	...	...	...	16	4	12	...
	Passes ...	3	2	1	...	...	...	...	...	...	...	...	...	3	2	1	...
Punjab Intermediate (Arts).	Candidates	148	156	...	8	7	10	...	3	43	36	7	...	198	202	...	4
	Passes ...	40	28	12	...	...	3	...	3	4	6	..	2	44	37	7	...
Punjab Intermediate (Oriental).	Candidates	6	9	...	3	...	...	...	...	4	2	2	...	10	11	...	1
	Passes ...	4	5	..	1	...	...	...	...	3	...	6	...	7	5	2	...
Punjab B. A. ...	Candidates	45	28	17	...	...	...	...	...	7	12	...	5	52	40	12	...
	Passes ...	27	20	7	...	...	...	...	...	1	4	...	3	28	24	4	...
Punjab B. O. L. ...	Candidates	3	1	2	...	...	...	...	...	2	1	1	...	5	2	3	...
	Passes ...	3	1	2	...	...	...	...	...	1	...	1	...	4	1	3	...
Punjab M. A. ...	Candidates	4	2	2	...	...	...	...	...	3	3	...	..	7	5	2	...
	Passes ...	...	...	...	...	...	...	...	...	1	...	1	...	1	..	1	...
Oriental Titles Examinations.																	
Sanskrit Examinations	Candidates	33	42	...	9	33	33	...	...	8	6	2	...	74	81	...	7
	Passes ...	17	27	...	10	22	20	2	...	6	5	1	...	45	52	...	7
Arabic Examinations	Candidates	20	13	7	...	14	22	...	8	4	2	2	...	38	37	1	...
	Passes ...	17	9	8	...	7	5	2	...	3	1	2	...	27	15	12	..
Persian Examinations	Candidates	14	15	...	1	52	44	8	...	10	11	...	1	76	70	6	...
	Passes ...	10	9	1	...	42	15	27	...	6	4	2	...	58	28	30	...
Professional.																	
Law (Preliminary Examination).	Candidates	15	18	...	3	...	...	..	...	...	5	...	5	15	23	...	8
	Passes ...	13	9	4	...	...	...	...	...	...	2	...	2	13	11	2	...
Law (First Examination).	Candidates	5	8	...	3	...	...	...	...	...	6	...	2	5	10	...	5
	Passes ...	1	6	...	5	...	...	...	...	...	1	...	1	1	7	...	6
Law (Final Examination).	Candidates	9	12	...	3	...	...	...	...	36	85	...	49	45	97	...	52
	Passes ...	...	4	...	4	...	...	...	...	11	31	...	20	11	35	...	24
Medicine (First Examination).	Candidates	12	16	...	4	...	...	...	...	...	...	...	...	12	16	...	4
	Passes ...	4	8	...	4	...	...	...	...	..	...	..	...	4	8	...	4
Medicine (Final Examination).	Candidates	11	20	...	9	...	..	...	...	...	...	...	...	11	20	...	9
	Passes ...	8	15	...	7	...	...	...	...	...	...	...	...	8	15	...	7
Civil Engineering (First Examination).	Candidates	2	2	...	...	...	...	...	...	...	3	...	3	2	5	...	3
	Passes ...	...		..	2	...	...	...	...	...	...	...	...	...	2	...	2

CHAPTER III.

UNIVERSITY EDUCATION.

	Paras.		Paras.
The Punjab University and its examinations	37—46	Lahore Mission College ..	60
Statistics of Arts Colleges	47—52	Lahore Oriental College and School	61—66
Lahore Government College	53—56	Lahore Medical College and School	67—70
St. Stephen's College, Delhi	57—59		

The University.

37. The seventh Convocation of the Punjab University was held on the 12th December 1887, when degrees were conferred on students who had been successful in the higher examinations of the University. Four meetings of the Senate were held during the course of the year.

University examinations.

38. The table on the opposite page shows the results of University examinations above the Entrance examination, and of Oriental Titles examinations, with regard to candidates from Punjab Colleges in British territory, candidates from other institutions and private candidates.

Remarks as to the quality of the Arts examinations.

39. As regards the Arts examinations, it will be seen that there has been, on the whole, some improvement since last year. The results of the B. A. Examination are fairly good; but it is unsatisfactory to find so many failures in the Intermediate and the M. A. examinations, though the former was less disastrous than in the previous year. The failures in the Intermediate examination during 1886-87 were due chiefly to a sudden change in the standard of the Mathematical papers. This year they were apparently due to an unsuitable paper in Persian which is reported by the Principal of the Government College to be almost wholly outside the course. For the M. A. examination a very high percentage of pass marks is required in the Punjab as compared with other Indian Universities, and the result is that when the papers are as difficult as those set for other Indian Universities the examination is such that no student of ordinary capacity in any part of India could hope to pass. In the recent examination the only successful candidate was a school master of exceptional ability. If the questions are easier than those commonly set elsewhere, as has sometimes been the case, it is of course possible to secure high marks.

Oriental examinations.

40. For the Intermediate examination on the Oriental side and the B. O. L. examination, the number of candidates was small, but the results were satisfactory, and show an improvement since the previous year.

Oriental Titles examinations.

41. The results of the examinations in Oriental languages call for no special comment. There has been, on the whole, some falling off in Sanskrit and a slight improvement in Arabic and Persian.

Professional examinations.

42. The Law examinations show a large falling off in the number of candidates and also in the proportion of those who have been successful, and there has been some falling off in Medicine also.

Promptness in the publication of the results.

43. The examinations of the University during the past year were properly conducted and the results were promptly published, and no difficulty of any kind has been experienced.

Chap. III. 44. University Education.

Fixity of standard.

44. No measure has yet been carried into effect with the view of securing fixity of standard, though the matter has been under consideration. The experience of other Universities both in England and in India would seem to show that it is difficult, if not impossible, to attain this object without consultation between two or more Examiners, unless the questions before final adoption are submitted to the scrutiny of Moderators; and one or other of these systems is followed, I believe, in all cases. Objection has been raised on various grounds to the general adoption for University examinations in the Punjab of either system; and it has been proposed instead, that the question papers shall be examined by a properly constituted Board immediately after they have been issued. If they are found to be open to strong objection—such for example as the introduction of questions that are outside the prescribed course—the Examiner can be instructed to make due allowance in awarding marks; and besides this the Board will be in a position to caution the Examiner or his successor against the repetition of any thing with which they may have cause to find fault, and to point out how the future papers might be improved.

Trial of the proposal.

45. It is impossible to tell without an actual trial whether this plan will fully answer the purpose in view; there can, however, be no doubt that if carefully worked, it will bring about a great improvement over the unsatisfactory state of things that has prevailed for some years past.

The system of marking.

46. It is essential that the University should not only take measures to prevent fluctuation in the standard of examinations, but that it should also reconsider the system of marking. We should take care that our examinations are fully equal in difficulty to those of other Universities, but it is, I think, absurd to expect our students to obtain a much higher percentage of marks than is possible in other Provinces. The question has been discussed to some extent in the Faculty of Arts; and it may be hoped that a satisfactory solution will be arrived at during the current year.

Number of Arts Colleges.

47. There were during the year three Arts Colleges in the Punjab: the Government College and the American Presbyterian Mission College, in Lahore, and the St. Stephen's College, maintained by the Cambridge Mission, in Delhi, the two latter being aided institutions; and arrangements have been made to open College classes in connexion with the Municipal Board School at Amritsar and with the Anglo-Vedic School, an institution in Lahore under private management.

Number and distribution of scholars.

48. The following statement shows the number and distribution of scholars at the close of the year:—

NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

		1887-88.	1886-87.	Increase.	Decrease.
Number of Institutions		3	3	...	...
Intermediate Class	First year ...	89	102	...	13
	Second year ..	141	142	...	1
B. A. Class ...	Third year ...	28	42	...	14
	Fourth year...	42	29	13	
M. A. Class		5	4	1	
Total		305	319	...	14

It will be observed that there has been, on the whole, a slight decrease of numbers, which may be attributed to the small proportion of candidates who were successful in the Entrance and Intermediate examinations of the previous year. The desire for higher education, on the other hand, is shown by an increase of numbers in the fourth and fifth year classes.

Expenditure.

49. The statement given below shows the expenditure on establishments and contingencies in Arts Colleges :—

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1887-88.	1886-87.	Increase.	Decrease.
Provincial Revenues	45,177	43,587	1,590	...
District Funds	...	...	...	...
Municipal Funds	1,200	1,200	...	...
Fees	10,158	12,044	...	1,886
Subscriptions	7,381	...	7,381	...
Endowments and other sources ...	8,746	12,581	...	3,835
Total	72,662	69,412	3,250	...

The increased expenditure from Provincial revenues is due to the grant of Rs. 300 per mensem to the Aided College at Lahore, and the decrease in fees to the fact that for several months the organisation of the first and third year classes in Lahore was delayed in consequence of the irregularities that had occurred in the Entrance and Intermediate Examinations which necessitated a re-examination of the successful candidates.

Scholarships.

50. The expenditure on scholarships will be seen from the following table :—

STATEMENT OF SCHOLARSHIPS.

		1887-88.	1886-87.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	4,887	7,784	...	2,897
	District Funds	696	565	131	...
	Municipal Funds	2,169	3,568	...	1,399
	University Funds	3,299	3,749	...	450
	Other sources	1,121	611	510	...
	Total	12,172	16,277	...	4,105
		No.	No.	No.	No.
Number of holders of	Government and University open scholarships	62	69	...	7
	Jubilee scholarships	11	...	11	...
	Other scholarships	35	46	...	11
	Total	108	115	...	7

The decrease in the expenditure from Provincial revenues is merely nominal, and is due to an objection made in the Accountant-General's Department to pass the scholarships, an objection which has since been withdrawn. The decrease of expenditure from Municipal Funds is owing to the withdrawal of scholar-

Chap. III. 50. University Education.

ships and stipends formerly given by the Municipality of Amritsar, who are about to establish Intermediate classes of their own. Jubilee scholarships for the special encouragement of Muhammadan education were awarded for the first time under rules that are to remain in force for five years.

Results of examinations in Arts Colleges.

51. The following table shows the results of the Intermediate, B.A., and M.A. examinations, so far as candidates from Arts Colleges are concerned.

RESULTS OF EXAMINATIONS.

		1887-88.	1886-87.	Increase.	Decrease.
F. A., Calcutta	Candidates	15	4	11	
	Passes	3	2	1	
Intermediate Punjab	Candidates	140	140	...	
	Passes	40	26	14	
B. A., Calcutta	Candidates	...	...	...	...
	Passes	...	...	...	...
B. A., Punjab	Candidates	45	28	17	...
	Passes	27	20	7	...
M. A., Calcutta	Candidates	...	...	...	...
	Passes	...	...	...	...
M. A., Punjab	Candidates	4	2	2	...
	Passes	...	...	...	...

The remarks made in para. 39 as to the general results of these examinations apply also to the Arts Colleges which have supplied the majority of the students.

Results in each subject of the different Arts examinations.

52. The following table showing the results in each subject is instructive :—

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, (A Course for B.A. only.)	Mathematics, B. Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. & Intermediate Examinations.	Candidates	1887-88	139	14	25	113	138	...	117	14	1	51
		1886-87	139	15	18	118	138	...	124	23	1	56
		Increase	...	...	7	...	...	...	...	...	...	...
		Decrease	...	1	...	5	...	...	7	9	...	5
	Passes	1887-88	105	14	15	45	82	...	93	10	1	40
		1886-87	99	15	16	98	37	...	81	13	...	35
		Increase	6	...	...	...	45	...	12	...	1	5
		Decrease	...	1	1	53	...	...	...	3	...	...
B. A. Examination.	Candidates	1887-88	45	1	11	34	13	3	20	15	2	15
		1886-87	28	2	3	24	6	1	10	18	2	10
		Increase	17	...	8	10	7	2	10	...	...	5
		Decrease	...	1	...	...	...	...	...	3	...	...
	Passes	1887-88	30	1	8	30	10	1	17	10	2	15
		1886-87	22	2	2	24	1	1	10	17	2	9
		Increase	8	...	6	6	9	...	7	...	...	6
		Decrease	...	1	...	...	...	...	...	7	...	...
M. A. Examination.	Candidates	1887-88	2	...	...	...	1	...	...	...	...	1
		1886-87	...	...	...	...	1	...	...	...	...	1
		Increase	2	...	...	...	...	...	...	...	...	...
		Decrease	...	...	...	...	...	...	...	...	...	...
	Passes	1887-88	...	...	...	...	...	...	...	...	...	...
		1886-87	...	...	...	...	...	...	...	...	...	...
		Increase	...	...	...	...	...	...	...	...	...	...
		Decrease	...	...	...	..	...	...	...	...	...	...

As regards the Mathematics and Persian of the Intermediate Examination, we find that whilst the number of candidates has remained approximately the same the number of passes in Mathematics has more than doubled, whilst those in Persian are considerably less than half the passes of the previous year. It is remarkable also that whereas 88·2 per cent. of the B.A. candidates and 99·0 per cent. of the Entrance candidates have passed in Persian, 39·8 per cent. only of the Intermediate candidates have been successful. It will be observed that the results in English at the Intermediate Examination have been very good on both occasions, 105 out of 139 or 75·5 per cent. having passed the last examination, and that in other subjects also the results are satisfactory. There is no reason to suppose that the students who took up Persian at the last examination were in any way inferior to the candidates of the previous year; and it is probable that some fifty students have been debarred from obtaining promotion and from prosecuting their studies in the 3rd year class simply in consequence of the absence of any method of regulating the standard of examination in Persian.

In the A. course of Mathematics for the B. A. examination, where the statement shows very good results for the year under report, the change is still more remarkable; but the numbers affected are comparatively small.

LAHORE GOVERNMENT COLLEGE.

Report on the Lahore Government College.

53. The report of the Lahore Government College is given as Appendix A.

Decrease in numbers.

54. There has been a decrease of 55 in the number of scholars, *viz.*, from 248 to 193, and a further decrease may be expected during the current year. The rates of fees for the current year are Rs. 6, Rs. 7 and Rs. 9 for the Intermediate, the B.A., and the M.A. classes; and they will rise in two years to Rs. 8, Rs. 10 and Rs. 12. These rates are very high as compared with the uniform fee of Rs. 2 which was levied a few years ago; and there is, therefore, a strong inducement to College students to seek their education elsewhere if it can be obtained at a cheaper rate. In the Mission College the rates are less by one quarter, and they will be very much lower in the Anglo-Vedic College. Amritsar students will naturally prefer to join the College classes there. There is indeed every reason to expect that in the course of a few years there will be a large increase in the number of candidates who pass the Entrance examination and desire to obtain a College education. The fee, however, in the Government College will soon be so high that colleges under private management will be able if they employ native professors to charge a much lower rate, and yet to recover the entire cost of preparing students for the Intermediate examination. Under these circumstances, it must be a matter of some uncertainty whether the Intermediate classes of the Government College will be very largely attended in future; though they will probably be resorted to by a considerable number of those who are in affluent circumstances. It may be added that before the students were drawn away by the facilities now afforded them of obtaining a cheaper education elsewhere, the necessity of limiting the size of the classes which had become quite unmanageable was under serious consideration.

Remarks as to fees.

Intermediates classes of the Lahore Government College.

Future of the higher classes.

55. In the higher classes there should be every prospect of a good attendance. The College has hitherto been under great disadvantages in consequence of the insufficiency of the professorial staff. The Secretary of State, however, has now

Chap. III, 56. University Education.

sanctioned the appointment of a Professor of History to fill an appointment which was held in abeyance, and in future when the whole staff is present, the College will be provided with a full Professor of high attainments for each of the more important subjects, though there will still no doubt be some difficulty in filling up officiating appointments in a satisfactory manner. If a good boarding house can be provided, the advantages offered by the College should suffice to keep the higher classes well filled. The lower classes, which are largely taught by Assistant Professors will not enjoy the same advantages.

Results of examination.

56. The results of the B. A. examination are satisfactory and apparently there would have been a good proportion of passes by the Intermediate standard, if it had not been for the Persian paper already referred to. In both these examinations, more especially in the B.A. examination, the candidates shew well in Mathematics; but the standard of the papers that was unduly raised last year has been somewhat reduced. Mathematics is compulsory for the Intermediate and optional for the B. A. examination and it is satisfactory to find that the number of entries from the Government College in the subject for the B.A. examination, has increased threefold, whilst the number of passes has increased fivefold. None of the B. A. candidates, except those presented by the Government College, took up Mathematics, either during the year under report, or, I believe, in the previous year. It may be added that the results in 1886-87 would have been perfectly satisfactory if the B.A. examination in Mathematics had been conducted on the same system as in other Indian Universities. The highest places in the B.A. and the Intermediate examinations were taken by students of the Government College. It will be observed that there were no passes by the M. A. standard. I have already referred to the unsatisfactory rules as regards marking for this examination, and it is reported that, in the case of the Lahore College, two of the best students were unable to appear.

ST. STEPHEN'S COLLEGE, DELHI.

Report on the St. Stephen's Mission College, Delhi.

57. I have been supplied by the Officiating Principal of St. Stephen's College, Delhi, with report which is printed as Appendix B.

Character of the report.

58. The report though containing some interesting information does not give a connected account of the condition and progress of the College, and the statistical tables that it contains have not been carefully prepared, and are for the most part unaccompanied by any explanatory remarks. Nothing is said with regard to the results of examinations, and the tables which should show these results are incorrect.* The attention of the Manager will be drawn to the subject; and I trust that I shall be favoured with a more careful and accurate report next year.

Students.

59. There has been a slight decrease in the number on the rolls, which amounted at the close of the year to 47, but the College seems, on the whole, to be progressing satisfactorily, and the Principal is very favourably impressed with the character of the students attending the higher classes. The result of the B.A. examination was fair, 3 students having been successful out of 6 who presented themselves. For the Intermediate examination, there were 23 candidates of whom 7 were successful.

* For the B. A examination the tables show for 1886-87 five candidates, and one pass, and for 1887 88, eight candidates and six passes, instead of eight candidates and six passes for the former year, and six candidates and three passes for the latter. The statistics given of the Intermediate examination also are incorrect.

LAHORE MISSION COLLEGE.

Chap. III, 60, University Education.

60. The number of students in this institution has risen during the year from 15 to 65. A college building in a good situation is now in course of erection with boarding houses capable of accommodating 48 boarders attached to it. During the year the College contained first and second year classes only, but it was intended to open a third year class in May 1888, a fourth year class in 1889, and an M.A. class in 1890. There were 31 candidates for the Intermediate examination, of whom 9 were successful.

Brief account of the Lahore Mission College.

LAHORE ORIENTAL COLLEGE AND SCHOOL.

Number of students.

61. The Oriental College contained at the close of the year 135 students, being an increase of 13 over the number at the end of the previous year. The school department contained 57 students (exclusive of 67 shown on the College rolls who attended the school department for instruction in certain subjects.) There were in all in the College and School 192 students, of whom 77 were Hindús, 95 Muhammadans and 20 Sikhs.

Subjects studied by students.

62. Of the College students present at the close of the year 2 were preparing for the M.O.L., 8 for the B O.L., and 13 for the Intermediate examination in Urdú. One was reading for his degree and 11 were preparing for the Intermediate examination through the medium of English, though the latter belonged nominally to a Hindí class. Nine attended the Urdú class for the first examination in Civil Engineering. Of the remaining students, 91 in number, 62 were preparing for Titles examinations in Arabic, Persian and Sanskrit, 12 for Gurmukhí examination, and 17 for examinations in native systems of Medicine.

In the School department 9 were reading for the Entrance examination in Urdú or Hindí, 6 were studying Civil Engineering, 34 were reading for the Proficiency examination in Sanskrit, Arabic or Persian, and 8 were studying Panjábí in the Gurmukhí character.

Study of English.

63. The arrangement under which students nominally reading in Hindí classes prepare for Arts examinations through the medium of English is anomalous, and somewhat irregular, and will not, I understand, be allowed in future.

Hitherto all students studying Oriental languages have been required by the rules of the College to prepare for the Entrance or some higher examination through the medium of English. It has now been decided that such students shall in future have the option of learning English as a language instead of attending the Entrance class.

Expenditure.

64. The expenditure on establishments and contingencies amounted to Rs. 21,524* in the College department, and to Rs. 4,279* in the School department, and fees to Rs. 719 in the former and Rs. 36 in the latter (including those paid for the boarding house). Rs. 3,948* were expended on scholarships, and Rs. 4,459* on stipends. Measures are in progress for the gradual

* These figures, which do not agree with those entered in the statistical returns supplied to me, are taken from the Report on the Oriental College as supplied by the Principal to the Oriental College Committee. In the statistical returns supplied to me the expenditure on the College department is entered as Rs. 20,890, and that on the School department, as Rs. 4,244; and the expenditure on scholarships and stipends in the two departments is entered as Rs. 9,422.

Chap. III. 64. University Education.

reduction of the number of stipends. The College department contained 9 students and the School department 18 who were not in the receipt of scholarships or stipends.

Results of examinations.

65. The two students reading for the M. O. L. course did not present themselves for examination. For the B. O. L. the College supplied 3 candidates who all passed, and for the Intermediate 14, of whom 4 were successful. Out of 8 candidates one passed the Entrance examination, and 3 out of 10 were successful in the Middle School examination. In the Arabic, Persian and Sanskrit examinations there were altogether 42 candidates, of whom 29 were successful.

For the Gurmukhí examination there were 6 candidates who all failed, and for the Engineering 2, who were both successful. The results, therefore, were very good in the case of the B. O. L. examination, and the various examinations in Arabic, Persian and Sans krit, but unfavourable as regards the others.

Reorganisation of the College and contemplated improvement in the method of teaching Oriental languages.

66. On the 1st of February the College was placed under Doctor Stein, an able Oriental scholar, and on the 1st April, it was reorganised in accordance with the recommendation of a Sub-Committee that had been appointed to draw up proposals on the subject. Hitherto the study of Eastern languages has been conducted in accordance with the native system; but it is the object of Doctor Stein to introduce, as far as possible, the historical method of European philology; and though the improvements that he contemplates must necessarily take time to accomplish, it may be hoped, that before many years have passed, the College will obtain a high reputation for the enlightened study of Oriental languages, and will be able to contribute largely to the promotion of Oriental research.

LAHORE MEDICAL COLLEGE AND SCHOOL.

Report on the Medical College.

67. The Principal of the Medical College has contributed a brief report which is printed as Appendix C.; but it is not in the form, and does not contain the information prescribed in a Circular lately issued by Government, regarding reports which are to find a place in the General Report on the education of the Province. It has been suggested that the report submitted to the Inspector-General of Civil Hospitals should be printed as an appendix to the report on public instruction, and that the remarks of the Inspector-General on the progress of the College should be incorporated in the General Report. This question is now under the consideration of Government.

Scholars.

68. The number of scholars attending the College at the close of the year was 61, being a decrease of 7 since the previous year. In the School department the number has fallen from 143 to 134.

Expenditure.

69. The expenditure amounted to Rs. 61,302 on the College and Rs. 10,200 on the School, or Rs. 71,502 in all, being an increase of Rs. 4,405. Besides this Rs. 10,967 were spent on chemicals, furniture and apparatus, and Rs. 21,723 on scholarships and stipends, making a grand total of Rs. 1,04,192.

The College students admitted during the year were required for the first time to pay a small fee.

Chap. III 70 University Education.

Results of examinations.

70. At the final examination in Medicine, 8 College students out of 11 were successful, against 15 out of 20 who passed in the previous year; and at the first examination 4 out of 12 were successful, against 8 out of 16, who were examined in 1887. The results given in the report of the Principal are those of the examination held in 1887.

SECONDARY SCHOOLS FOR NATIVE BOYS—NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

Chap. IV. A, 71.

Secondary Schools.

			Anglo-Vernacular.				Vernacular.				Total Anglo-Vernacular and Vernacular schools.	Number learning English.
			Government and Board schools.	Aided schools.	Unaided schools.	Total.	Board schools.	Oriental College school.	Unaided schools.	Total.		
Number of Schools		1887-88 ...	65	30	16	111	125	1	1	127	238	...
		1886-87 ...	63	29	12	104	124	1	...	125	229	...
		Increase ...	2	1	4	7	1	...	1	2	9	...
		Decrease...	...	...	...	...	...	...	...	...	...	...
Number of Scholars.	*High stage* ...	1887-88 ...	672	546	132	1,350	12	57	...	69	1,419	1,350
		1886-87 ...	734	475	61	1,290	12	72	...	84	1,374	1,300
		Increase ...	...	71	51	60	...	...	...	...	45	50
		Decrease...	62	...	...	...	...	15	...	15	...	...
	Middle stage ...	1887-88 ...	3,617	1,868	386	5,871	3,552	...	7	3,559	9,430	5,864
		1886-87 ...	3,740	1,835	362	5,937	3,806	17	...	3,823	9,760	5,915
		Increase ...	...	33	24	...	...	...	7	...	...	...
		Decrease...	123	...	...	66	254	17	...	264	330	51
	Total secondary stage.	1887-88 ...	4,289	2,414	518	7,221	3,564	57	7	3,628	10,849	7,214
		1886-87 ...	4,474	2,310	443	7,227	3,818	89	...	3,907	11,134	7,215
		Increase ...	...	104	75	...	...	...	7	...	...	...
		Decrease...	185	...	...	6	254	32	...	279	285	1
	Upper Primary stage.	1887-88 ...	5,322	1,903	471	7,696	3,161	...	7	3,168	10,864	7,678
		1886-87 ...	5,607	1,909	362	7,878	3,540	26	...	3,566	11,444	7,871
		Increase ...	...	...	109	...	...	...	7	...	...	...
		Decrease...	285	6	...	182	379	26	...	398	580	193
	Lower Primary stage.	1887-88 ...	8,462 (a)	3,449 (b)	657	12,568	10,744	...	11	10,755	23,323	1,011
		1886-87 ...	6,507	3,181	592	10,280	10,574	...	...	10,574	20,854	1,315
		Increase ...	1,955	268	65	2,288	170	...	11	181	2,469	...
		Decrease...	...	...	...	...	...	...	...	...	...	304
	Total Primary stage.	1887-88 ...	13,784	5,352	1,128	20,264	13,905	...	18	13,923	34,187	8,689
		1886-87 ...	12,114	5,090	954	18,158	14,114	26	...	14,140	32,298	9,186
		Increase ...	1,670	262	174	2,106	...	...	18	...	1,889	...
		Decrease ..	...	...	...	...	209	26	.	217	...	497
	Grand Total ...	1887-88 ...	18,073	7,766	1,646	27,485	17,469	57	25	17,551	45,036	15,903
		1886-87 ...	16,588	7,400	1,397	25,385	17,932	115	...	18,047	43,432	16,401
		Increase ..	1,485	366	249	2,100	...	...	25	...	1,604	...
		Decrease...	...	...	....	...	463	58	...	496	...	498

* The Central Model School at Lahore is the only Government school.

(a) Includes about 1,186 scholars belonging to branches of Board schools in the Ráwalpindí and Deraját Circles, erroneously entered in the number of scholars attending Secondary schools.

(b) Includes 113 scholars belonging to branches of Aided schools in the Deraját Circle erroneously entered in the number of scholars attending main schools.

CHAPTER IV.

SCHOOL EDUCATION—GENERAL (NATIVE BOYS.)

	Para.
SECTION A.—SECONDARY SCHOOLS.	
Schools and scholars	71—73
Expenditure	74—76
Scholarships	77
Entrance examinations	78—80
Special notice of certain schools ...	81
Vernacular High schools	82
Middle School examination ...	83—84
Boarding houses	85—90
Discipline, moral training, and conduct of students	91—92
Advance of English education ...	93—95
General progress	96
SECTION B.—PRIMARY SCHOOLS.	
Schools and scholars	97-100
Expenditure	101-105
Scholarships	106
Primary examinations	107
Zamíndári schools	108
Conduct of students, moral instruction, &c.	109
General progress	110
SECTION C.—GENERAL QUESTIONS.	
Employment of trained teachers	111
General character of instruction	112
Physical training, games, &c. ...	113
School buildings, furniture and apparatus	114—115
Extension of English education	116
Rewards and prizes	117
Schools in Native States ...	118

SECTION A.—SECONDARY SCHOOLS.

Number of Secondary schools and scholars.

71. The table on the opposite page shows the number and distribution of Secondary schools for natives and of the scholars attending them at the close of the year under report and of the previous year.

Secondary schools contained at the end of the year in round numbers 44,000* scholars, of whom about 11,000, or one-fourth, were in the Secondary, and three-fourths in the Primary Stages. Of the 11,000 in the Secondary stage, about one-third attended Vernacular and two-thirds Anglo-Vernacular schools.

Comparison of statistics.

72. On comparing the statistics of the two years we find a small increase in the number of schools and a small increase in the number of scholars. The latter is confined to the Lower Primary Department of Anglo-Vernacular schools. In the Secondary departments of Anglo-Vernacular schools the numbers have remained stationary and in the Upper Primary Department of these institutions and in every department of Vernacular schools there has been a falling off.

Causes of decrease in numbers.

73. In the Delhi Circle, the attendance has been affected by an unusually sickly season; and reports from all parts of the Province tend to show that the enhanced rates of school fees and the stricter application of the rules on the subject have checked the natural expansion of the schools.

* According to the statement and the returns there were 45,036. This is owing to the fact that the Inspector of the Ráwalpindí Circle and the Assistant Inspector in charge of the Deraját Circle failed to correct certain errors in subsidiary returns, the result being that about 1,300 scholars of Primary Branch schools have been shown in the Primary Department of Secondary schools.

Chap. IV. A., 73. Secondary Schools Expenditure.

This effect is less apparent in Aided schools than in Board schools where the rates are higher.

74. The following table shows the distribution of expenditure for the past two years. In the return for the year under report, however, an expenditure of about Rs. 6,500 incurred on Primary Branch schools and paid chiefly from Municipal funds has been included in consequence of an error in the returns submitted by the Inspector of the Ráwalpindí Circle and the Assistant Inspector of the Deraját :—

EXPENDITURE ON SECONDARY SCHOOLS FOR NATIVE BOYS.

		Provincial Revenues	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.
ANGLO-VERNACULAR SCHOOLS.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government and Board Schools.*	1887-88 ...	7,356	20,303	1,74,431	88,431	9,845	3,00,366
	1886 87 ...	8,855	19,573	1,69,808	70,715	8,666	2,77,617
	Increase ...	...	730	4,623	17,716	1,179	22,749
	Decrease ...	1,499	...	...	...	...	...
Aided schools ..	1887-88 ...	57,916	160	7,292	48,143	52,630	1,66,141
	1886 87 ...	50,582	74	7,499	31,598	44.805	1.34,558
	Increase ...	7,334	86	...	16,545	7,825	31,583
	Decrease ...	...	...	207	...	...	...
Unaided schools ..	1887-88 ...	...	...	...	5,422	16,661	22,083
	1886 87 ...	...	..	...	3.037	13.933	16.970
	Increase ...	...	...	...	2,385	2,728	5,113
	Decrease ...	...	...	...	...	...	...
Total Anglo-Vernacular schools.	1887-88 ...	65,272	20 463	1,81,723	1,41,996	79,136	4,88,590
	1886-87 ...	59,437	19.647	1,77,307	1,05,350	67,404	4,29.145
	Increase ..	5,835	816	4,416	36,646	11,732	59,445
	Decrease ...	...	...	...	...	...	...
VERNACULAR SCHOOLS.							
Board schools ...	1887-88 ...	...	62,244	19,750	24,554	558	1,07,106
	1886-87 ...	...	66,275	23,802	14.170	1,076	1,05,323
	Increase ...	...	...	...	10,384	...	1,783
	Decrease ...	...	4,031	4,052	...	518	...
Oriental College school	1887-88 ...	...	...	...	36	4,208	4,244
	1886-87 ...	...	...	...	44	4,045	4,089
	Increase ...	...	...	..	..	163	155
	Decrease ...	...	...	...	8	...	...
Unaided schools ...	1887-88 ...	...	...	...	...	116	116
	1886-87 ...	...	...	...	...	...	...
	Increase ...	...	...	...	...	116	116
	Decrease ...	...	...	...	...	...	...
Total Vernacular schools.	1887-88 ...	...	62,244	19,750	24,590	4,882	1,11,466
	1886-87 ...	...	66,275	23,802	14.214	5,121	1,09,412
	Increase ...	...	...	...	10,376	...	2,054
	Decrease ...	...	4,031	4,052	...	239	...
Grand Total Anglo-Vernacular and Vernacular schools.	1887-88 ...	65,272	82,707	2,01,473	1,66,586	84,018	6.00,056
	1886-87 ...	59,437	85,922	2,01,109	1,19,564	72,525	5,38,557
	Increase ...	5,835	...	364	47,022	11,493	61,499
	Decrease ...	...	3,215	...	...	...	...

* The Central Model School at Lahore is the only Government School.

Comparison of expenditure.

75. Allowing for the mistake referred to in the last para., it will be observed that the expenditure amounted to over Rs. 5,93,000, and that it had increased since the previous year by more than ten per cent. The increased expenditure from Provincial funds is due to the grant to the Aitchison College which was drawn for a small part only of the previous year and at a lower rate. The table shews a considerable decrease in the

expenditure from District funds, and there has been a decrease in the expenditure from Municipal funds also, though this is not apparent in consequence of the mistake above referred to. In Anglo-Vernacular Board schools the actual increase of expenditure is somewhat over 5 per cent.; in Aided schools, it seems large, but three-fifths of the increase are due to the Aitchison College.

Increase in fees.

76. There has again been a very large increase in school fees. In Anglo-Vernacular Board schools they have risen by more than 25 per cent., and now amount to nearly 30 per cent. of the whole expenditure. In Aided Anglo-Vernacular schools the increase is proportionately greater, but more than half of this is due to the Aitchison College which is on a totally different footing from other educational institutions. In unaided schools the increase is proportionately very high, but this may be due to some extent to greater accuracy in the returns of these institutions. The most remarkable increase is, however, in Vernacular Board schools, where it amounts to 73 per cent., and has had the effect of relieving District and Municipal Boards of a considerable portion of the expenditure which they formerly incurred on these institutions.

Expenditure on scholarships.

77. The following statement shows the expenditure on Scholarships in Secondary schools for native boys:—

EXPENDITURE ON SCHOLARSHIPS IN SECONDARY SCHOOLS FOR NATIVE BOYS.

		Provincial Revenues.	District Funds	Municipal Funds.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.
Government and Board schools	1887-88 ...	1,968	33,542	8,538	2,356	46,404
	1886-87	9,694	25,704	7,561	2,351	45,310
	Increase ...	.	7,838	977	5	1,094
	Decrease ...	7,726	..	...	...	...
Oriental College School	1887-88 ..		84	.	569	653
	1886-87 ..	60	12	130	2,124	2,326
	Increase ...	.	72	...	. .	..
	Decrease . .	60	...	130	1,555	1,673
Aided schools	1887-88 ..	2,612	3,800	1,544	5,228	13,184
	1886-87 ..	2,100	1,188	821	1,525	5,634
	Increase	512	2,612	723	3,703	7,550
	Decrease ...	...	..	...	..	...
Unaided schools	1887-88	...	...	...	783	783
	1886-87 ..	...	...	480	86	566
	Increase .	...	...	..	697	217
	Decrease ...	...	.	480	...	...
Total	1887-88 ..	4,580	37,426	10,082	8,936	61,024
	1886-87 ...	11,854	26,904	8,992	6,086	53,836
	Increase ...	...	10,522	1,090	2,850	7,188
	Decrease ...	7,274	...	...	...	...

The expenditure has risen on the whole by about 13 per cent., the increase being chiefly in Aided schools. In the Oriental College School there has been a large decrease, partly due, I believe, to the fact that the returns for last year included in some cases scholarships drawn by College students, who attended the School Department for instruction in certain subjects. The decrease in the expenditure from Provincial funds is due to the fact that during 1886-87 District Boards and Committees were relieved of the charges which they formerly paid on account of training institutions and subordinate inspection on condition that they should pay the open high school scholarships formerly

Chap. IV. A. 77. Secondary Schools.

provided by Government and expend the balance on the extension and improvement of Primary education.

The increased expenditure is due in a great measure to jubilee scholarships awarded for the encouragement of English education amongst Muhammadans, and paid partly from Provincial and partly from District and Municipal funds. Similar scholarships have been given in some cases by private persons. The endowed scholarships tenable in the Aitchison College have contributed largely to the increased expenditure shown in Aided schools.

Results of examinations.

78. Below is an abstract statement of the results of examinations:—

SECONDARY EDUCATION, NATIVE BOYS.—ABSTRACT STATEMENT OF RESULTS OF EXAMINATIONS.

		Entrance Examination.			Middle School Examination.		
		Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.
ANGLO-VERNACULAR EXAMINATION.							
Government and Board schools	1887-88 ...	371	101	27·2	972	487	50·1
	1886-87 ...	365	108	29·6	869	587	67·5
	Increase ...	6	...	...	103	...	...
	Decrease ...	...	7	2·4	..	100	17·4
Oriental College school ...	1887-88 ..	3	1	33·3	4	1	25·0
	1886-87 ...	...	...	...	5	3	60·0
	Increase ...	3	1	33·3	.	...	...
	Decrease ...	...	..	...	1	2	35·0
Aided schools	1887-88 .	234	56	23·9	531	174	32·8
	1886-87 ...	211	38	18·0	478	278	5·82
	Increase ...	23	18	5·9	53	...	...
	Decrease ...	...	...	...	...	104	25·4
Unaided schools	1887-88 ...	71	23	32·4	142	47	33·1
	1886-87 ...	45	7	15·6	119	31	26·1
	Increase ...	26	16	16·8	23	16	7·0
	Decrease ...	...	...	.	...	...	..
Total Anglo-Vernacular examination.	1887-88 ..	679	181	26·7	1,649	709	43·0
	1886-87 ...	621	153	24·6	1,471	899	61·1
	Increase ...	58	28	2·1	178	...	...
	Decrease ...	...	...	...	...	190	18·1
VERNACULAR EXAMINATION.							
Board schools	1887-88 ..	11	5	45·5	993	548	55·2
	1886-87 ...	8	3	37·5	977	674	69·0
	Increase ..	3	2	8·0	16	...	...
	Decrease ...	...	...	..	. .	126	13·8
Oriental College School ...	1887-88 ...	5	. .	...	6	2	33·3
	1886-87 . .	15	6	40·0	15	4	26·7
	Increase ...	. .	. .	. .	...	...	6·6
	Decrease ...	10	6	40·0	9	2	...
Total Vernacular examination	1887-88 ..	16	5	31·2	999	550	55·1
	1886-87 ...	23	9	39·1	992	678	68·3
	Increase ...	...	...	...	7	...	...
	Decrease ...	7	4	7·8	...	128	13·2
Grand Total Anglo-Vernacular and Vernacular examinations.	1887-88 ...	695	186	26·8	2,648	1,259	47·5
	1886-87 ...	644	162	25·2	2,463	1,577	64·0
	Increase ...	51	24	1·6	185	...	...
	Decrease ...	...	...	...	...	...	16·5

Entrance examination.

79. The statement shows a considerable increase in the number of candidates for the Entrance examination on the Arts side, whilst the percentage of passes has very slightly improved. The proportion of successful candidates is, however,

Chap IV. A. 79 Secondary Schools.

still very low amounting to little more than one-fourth of the whole number. By far the greatest number of failures was in general knowledge, (*i.e.*, History, Geography and the Sanitary Primer) in which 43 per cent. only of the candidates from Board, Aided and Unaided schools were successful. There were numerous failures in Mathematics also in which subject 50 per cent. of the candidates were successful. In English the results were good, 74 per cent. of the candidates having passed, whilst in Persian, the subject which proved so disastrous in the Intermediate examination, there were 5 failures only amongst 667 candidates, or *considerably less than one per cent.*

Remarks on the result of the Entrance examination.

80. From these results it is impossible to draw any deductions as to the general efficiency of the schools; though they afford some data for the comparison of one school with another. The most difficult subject is unquestionably English, and if the questions given were appropriate (which may or may not have been the case) the result in this subject was satisfactory. As regards General Knowledge it may safely be affirmed, that if a fixed standard of a reasonable character is steadily maintained for a few years, a large majority of candidates will pass. I have heard some complaints with regard to the papers recently set, which may or may not be well founded. In the previous year the questions in one branch at least of the subject were wholly unsuited to school boys. In Mathematics, if the questions were suitable, the result was not satisfactory; though there would be no difficulty in attaining satisfactory results if an appropriate standard were steadily maintained. In Persian the results are so extraordinarily good that it is hardly possible to suppose that the papers could have been up to the proper standard. In all subjects it is absolutely essential to fix a definite standard and to take measures to keep to it, subject of course to such changes as may be deliberately adopted and gradually and carefully carried into effect. It is to be hoped that the arrangements now under consideration will effect this object. When it has been attained there will be a very large increase in the number of students who annually pass the examination.

Special mention of the Daya Nand Anglo-Vedic school.

81. The Daya Nand Anglo-Vedic School which receives no grant-in-aid deserves special mention; as it has supplied 19 successful candidates or more than any other school in the Province. The proportion of successful candidates also, which was 41 per cent., was higher than in most other institutions. It is somewhat remarkable that whilst 44 students of this school have passed in Persian one only has passed in Sanskrit and one in Hindi. The reason evidently is that it has been recruited chiefly from other schools. As it is very well conducted and the fees are low it has a large attendance. It is intended, I believe, to make Sanskrit compulsory in the case of boys who join the lower classes.

Other schools specially mentioned.

The Ludhiána Municipal Board School passed 18 candidates which is more than any other Board or Aided School, but the percentage of successful candidates was 31 only. From the Rewárí Board School 7 boys out of 10 were successful, a high proportion though the numbers are small. Amongst Aided Schools the Lahore Mission School holds the first place having supplied 15 successful candidates or 35 per cent. of those who presented themselves.

Vernacular High schools.

82. The only Vernacular High Schools are the Board School at Tanda, which supplied 3 successful candidates, and the Oriental College School.

Chap. IV. A, 83.

Secondary Schools.

Middle school examination.

83. The proportion of passes in the Middle School examination is much higher than in the Entrance. One-half of the students sent up from Government and Board Schools and one-third of those from Aided and Unaided Schools were successful in the Anglo-Vernacular Examination, and 55 per cent. of the candidates from Board Schools passed the Vernacular Examination. The percentage of successful candidates has, however, largely fallen off. This must be attributed to fluctuations in the standard, as the quality of the teachers is steadily improving. The following remarks on the subject are taken from the report of Lálá Ságar Chand the Officiating Inspector of the Ráwalpindí Circle :—

Inspector's remarks on the Middle school examination.

"The papers set in English and Urdú in the recent examination appear to have been a little too stiff for the boys. I have been making inquiries on this point, and I find that there has been a general massacre, so to speak, in a large number of schools in the Circle, in one or the other of these subjects. It is unnecessary to give many examples: one or two will suffice. The Ráwalpindí Mission School sent up 68 candidates for the examination, but only 16 passed; and I understand that most of the failures took place in English. In the Siálkot District the fatal subject was Urdú. The fact is, the standard of the examination is ever fluctuating, and under these circumstances the appointment of moderators so far, at any rate, as this test is concerned, has, I think, become a necessity."

84. As regards Urdú, Lálá Piyáre Lál, the Inspector of the Jullundur Circle, observes that Urdú poetry with its intricacies and delicacies is not studied in either the Middle or the Upper Primary Departments of Public Schools in the Province, and that the boys who have not gained an acquaintance with the subject in their own homes cannot be expected to explain verses from Zauq and other authors which they are required to do at the examination. Formerly a knowledge of Urdú poetry was not expected. If this is to be required in future a regular course should be laid down, which will then, of course, be taught in the schools.

Boarding houses.

85. Most of the Anglo-Vernacular schools in the Province are provided with boarding houses, and the arrangements though, no doubt, susceptible of improvement appear to be generally efficient. Many of the Vernacular schools, however, including some that are attended by a considerable number of boarders, are without any proper accommodation. Amongst Anglo-Vernacular schools the Municipal Board School at Lahore stands in urgent need of a well constructed boarding house.

Delhi Circle.

86. The Inspector of the Delhi Circle reported last year that boarding houses were attached to almost all the Secondary schools of the Circle, and that those attached to Anglo-Vernacular schools were supplied with all necessary comforts and well managed. Some of the boarding houses attached to Vernacular schools, however, had not been provided with cooks and water-bearers, and the attention of the Local Bodies had been called to this defect in the arrangements. The matter, however, has not received proper attention; and Mr. Lewis reports that in some places there is not even a Superintendent, whilst in others no boxes, no matting, no cook and no water carrier have been supplied.

Jullundur Circle.

87. Lálá Piyáre Lál reports :—

"Excepting in schools formerly known as District schools, the boarding house arrangements are imperfect. Very few of the houses appear to have been provided with servants and furniture. In some schools the buildings are bad and require repairs. Two or three Middle Schools in each district have no boarding houses, and the want is also much felt in some of the Primary schools, especially in the Ludhiána district. The boarding houses where they are, generally supply sufficient accommodation."

Chap IV A, 88. Secondary Schools

Lahore Circle.

88. Mr. Cope reports that the boarding houses in the Lahore Circle are generally well managed, and that there have been very few cases of misconduct amongst the students. The boarding houses are not often overcrowded, though more boys would join could additional accommodation be provided. At several places proper buildings have not yet been provided. At Lahore more especially a good boarding house with separate quarters for Hindús and Muhammadans is urgently needed in connection with the Board School. With regard to the arrangements for food, the Inspector writes as follows:—

"In the larger schools the cost of boarding is divided among the boarders at the end of the month but in the smaller ones each boy brings a certain amount of *ata* which is put into the common stock. I do not like this system as the boys bring some large and some small quantities, and it necessitates a good deal of trouble to keep the account correct. Again the boys often make the bringing of *ata* an excuse to go to their homes. However, I do not see how we can alter the system as the parents, though they will give the flour will not give cash to purchase flour."

Ráwalpindí Circle.

89. In the Ráwalpindí Circle, boarding houses are attached to most of the Anglo-Vernacular schools; but the Officiating Inspector reports that the arrangements for boarders attending Vernacular schools are in many districts far from satisfactory; the matter is, however, always kept before Local Bodies by the Inspector; and it is hoped that the want will, in the course of a few years, be everywhere supplied.

Deraját Circle.

90. The Assistant Inspector in charge of the Deraját Circle reports that the want of boarding houses noted in his last report is being gradually supplied; and that three excellent boarding houses have been erected during the year. Two Anglo-Vernacular Board schools, however, and all the Vernacular Middle schools are still without boarding houses. He further states that he has occasionally heard complaints from the parents and guardians of boys of good social position regarding the management of some boarding houses, to the effect that from want of proper supervision and control the boarders are often in danger of falling into bad company. Such cases should be brought to the notice of Local Bodies through the Deputy Commissioner of the district; and if measures are not introduced to remedy the evil complained of, a special report should be made on the subject, so that the matter may, if necessary, be laid before Government.

Mr. Cope's remarks regarding discipline and conduct of students.

91. Mr. Cope reports that the conduct of the boys in the Lahore Circle has been generally very good; though one or two cases of serious misbehaviour necessitating expulsion have occurred. The chief difficulty is to make the boys regular and punctual. The books in use contain many moral lessons; but the teachers do not always make the best use of them. The adoption of the proposals of the late Educational Conference, and the more extended employment of trained teachers, will effect a gradual improvement. Discipline varies greatly in different schools, the Board School at Mooltán being, in Mr. Cope's opinion, decidedly superior in this respect to any other schools in the Circle. As a rule he has found discipline more lax in Aided schools than in Board schools, which he attributes to a desire to attract pupils and a disinclination to enforce punishment. The new grant-in-aid rules, under which staff grants can be given for certificated teachers only will do much to effect an improvement. In both Board and Aided schools the masters too often allow the boys to lounge about, to talk in class and to commit many little offences against good discipline.

Chap. IV. A, 92.
Secondary Schools.

Lálá Sagar Chand's remarks regarding moral training.

92. On the question of moral training Lálá Súgar Chand, the Inspector of the Ráwalpindí Circle, writes as follows:—

"We must not be satisfied with outward propriety of demeanour merely, though that is important. Much more than this is required; *viz.*, so to educate the children as to inspire them with a due sense of their responsibility as moral agents. But to effect this, it is necessary to have teachers of an earnest turn of mind, and of elevated moral principles. Another thing that is requisite, is that the influence of the pupils' surroundings must be healthy. But at home and in their daily intercourse with their countrymen, our students see the principles inculcated in their books laughed at, and they end by thinking that these principles are merely to be paraded before Examiners, but are not to be acted upon in life, if they prove inconvenient. It is in this way only that I can account for the spectacle which we all witnessed last year of students from all parts of the Province employing unfair means to pass their examinations."

Numbers learning English.

93. It will be seen by a reference to the table given above showing the number and distribution of schools and scholars that 15,900 boys in round numbers are learning English, being less by 500 than the number shown in the returns for the previous year. In Board schools the study of English begins in the Upper Primary Department after the boys have made some progress in their own language; and the new grant-in-aid rules are so framed as to encourage the same practice in aided schools. There has been a decrease during the year of over 300 in the boys reading English in the Lower Primary Department, where the number has thus been reduced to about 1,000. The reduction of about 200 in the higher classes, where English is taught, has occurred chiefly in the Upper Primary Department, and is due to causes that have been already explained, the principal of which is the levy of fees at enhanced rates, whilst the number of boys learning English in classes above the Lower Primary has suffered a reduction of one and a half per cent.; Vernacular students attending the corresponding classes have been reduced by 9 per cent.

Inspector's remarks on the subject. Jullundur Circle.

94. On this subject the Inspector of the Jullundur Circle, where there has been, on the whole, a slight increase in the number of boys learning English, writes as follows:—

"The increase is small, considering the great desire for the study of that language which animates all classes of the population. The reason for this seems to me to be the enhanced scale of fees, which has been introduced in our schools, and which precludes many parents of even moderate means to give their sons the sort of education, which they would otherwise desire for them. A clerk or a munshí in a Government Office, receiving Rs 25 or 30 per mensem and burdened with a family of four or five children, or a respectable shop-keeper, earning, say 30 or 40 rupees a month, and having the same number of male children to support can hardly afford to pay fees at the enhanced rates for two or three of them, who pass beyond the limit of the Upper Primary standard, and yet it is a fact that most of the boys in the Secondary departments of our schools come from that class."

Ráwalpindí Circle.

95. The following remarks are from the report of the Inspector of the Ráwalpindí Circle:—

"In the grand total of boys learning English, there is a deficiency of only 11, compared with the previous year. This is merely nominal. But the number of schools is four more than in the year preceding. Bearing this fact in mind, it is clear that there has been a considerable falling off in the attendance, in the old existing schools. This does not mean that the desire for English is on the wane, though it probably means that a temporary check has, in some quarters, been given to it by the rise in the fees. But that the desire for English in the country at large is not really flagging, is evidenced by the numerous applications for fresh Anglo-Vernacular schools

Chap. IV A, 95.

Secondary Schools.

that are received. During the year, two new* Anglo-Vernacular school were opened, *viz.*, the Municipal Board school at Siálkot, and the Miáni school in the Sháhpur district. Two more such schools were sanctioned during the year, though not actually opened before its close, *viz.*, one for Chakwál in the Jhelum district, the other for Akálgarh in the Gujránwála district; while applications for two more schools have been referred to the Deputy Commissioners concerned. English was also introduced during the year into the Primary Vernacular school at Sagri,† in the Ráwalpindí district. These facts tend to show that the cause of English has suffered no real injury during the year; but that, on the contrary, it has been progressing, though the heavy rates of fees imposed have made themselves felt."

General progress.

96. The schools appear from the Inspectors' reports to be making on the whole fair progress, and a gradual improvement is certainly taking place in method, system and style of teaching. Boys are beginning to take interest in instruction in elementary science; but it is difficult to induce Local Bodies to provide the necessary apparatus, though they are required to do so by the Code. The enhanced rate of fees has produced a marked effect on the attendance in Board and Aided Anglo-Vernacular schools. In the former, where the rates are higher, the attendance shows a falling off in every Department except the Lower Primary. In Aided schools there has been a small increase in the Secondary Departments, but in the Upper Primary the attendance shows a tendency to fall off. In Vernacular Board schools we find a smaller attendance in every department, whilst the fees have risen by 73 per cent. In the Entrance and Middle School examinations candidates from Board schools have been much more successful than those supplied by Aided schools; but the Dayá Nand Anglo-Vedic School which receives no grant has, as already stated, supplied a larger number of successful candidates for the Entrance examination than any other school in the Province, though they have not taken very high places.

SECTION B—PRIMARY SCHOOLS.

Primary schools and scholars.

97. The table on the following page shows the number and the distribution of Primary schools for natives, and of the scholars attending them at the close of the year under report and of the previous year.

The four Model schools attached to Normal schools are Government Primary schools. Board Primary schools include branches of Secondary schools, and schools maintained in villages and small towns. Aided Primary schools consist chiefly of branches of Secondary schools. The majority of Unaided Primary schools are Mission schools for low caste boys.

It would appear from the statement that there has been an increase of 16 in the number of Primary schools, and a decrease of about 2,500 in the numbers attending them. Virtually there has been an increase of 59 schools and in round numbers of 4,400 scholars. This is due, first to the inclusion by mistake of the statistics of certain Branch schools in the returns of Secondary schools to which I have already referred; and secondly to the fact that 18 Aided and 11 Unaided schools for low caste boys which were formerly returned as public schools, have now been shown as private schools, *i.e.*, as schools‡ which do not work up to the standards of the public examinations.

‡14 Branch schools ... 1,300
18 Aided low caste schools, Delhi . 467
11 Unaided low caste schools, Siálkot . . 190
43 1,957

* Of the four new schools shown in the returns, two were in existence before the commencement of the year under review.

† It has now become a Middle School.

Chap IV B, 87. Secondary Schools

PRIMARY SCHOOLS FOR NATIVE BOYS. DISTRIBUTION OF SCHOOLS AND SCHOLARS.

		Number of schools.	Number of scholars. Upper Primary stage.	Lower Primary stage.	Total.
Government and Board schools	1887-88 ...	1,503	11,092	60,371	71,463
	1886-87 ..	1,440	12,744	59,868	72,612
	Increase ...	63	..	503	
	Decrease ..		1,652	...	1,149
Aided schools	1887-88	93	316	4,151	4,467
	1886-87	125	219	5,255	5,474
	Increase .	...	97	..	..
	Decrease ..	32		1,104	1,007
Unaided schools	1887-88	42	137	924	1,061
	1886-87	57	76	1,284	1,360
	Increase ..		61	...	..
	Decrease	15		360	299
Total	1887-88 ...	1,638	11,545	65,446	76,991
	1886 87	1,622	13,039	66,407	79,446
	Increase .	16	.	...	...
	Decrease ..	...	1,494	961	2,455
Number of scholars in Primary schools and Primary departments of Secondary schools.	1887-88 ...	...	22,409	88,769	1,11,178
	1886 87 ...	.	24,483	87,261	1,11,744
	Increase ...	...	...	1,508	..
	Decrease ...		2,074	...	566

Scholars in Primary schools and Primary departments of Secondary schools.

98. The statement shows a small reduction in the total number of boys on the rolls of Primary schools, and the Primary departments of Secondary schools taken together. This, however, is merely nominal. If we were to exclude from the returns of last year the 29 low caste schools now shown as private schools, it would appear that there had been an increase of 91 boys in the Primary departments.

There are now altogether a little over 111,000 boys in the Primary stages of instruction, of whom 77,000 are in Primary schools, and 34,000 in the Primary departments of Secondary schools.

Difference in the number of scholars in different classes of schools.

99. In Board schools there has been an increase of numbers in the Lower Primary departments, owing to the establishment of new schools, but the numbers attending the old schools have diminished, and there is a considerable reduction in the number of boys reading in the Upper Primary stage. In Aided schools, if we allow for the Branch schools and the low caste schools already referred to, there has been no change of importance. In Unaided schools also the decrease is due mainly to the exclusion of certain low caste schools from the returns; and the majority of those still shown will probably be included next year amongst private schools. Schools for low caste boys that cannot conform to the ordinary grant-in-aid rules are entitled to grants under the same conditions as Indigenous schools, and the Inspectors will be requested to address the Managers on the subject.

Chap. IV. B, 100.

Secondary Schools.

Causes of reduction in numbers in Upper Primary departments.

100. The reduction in numbers in the Upper department of Board schools is due to the new scale of fees. Not only is the fee higher than was formerly the case, but the exemptions from payment on the ground that boys are children of agriculturists are much fewer than before, as an agriculturist for the purposes of the Code is now defined to be a person who has no source of income but agriculture. The new rules were introduced during 1886-87, but they have been much more rigidly enforced during the year under report. In some of the more backward districts, more especially on the frontier, I have relaxed the rules on the recommendations of the Deputy Commissioner and the Inspector, as I am empowered to do by the Code. In some few cases this concession has been granted after an attempt has been made to levy fees in strict conformity with the rules and has caused a large reduction of scholars. In such cases the relaxation granted will be followed by an increase in the number of scholars. The abolition during the year of one of the new rules under which the sons of agriculturists, attending the Upper Primary Department of Vernacular schools were required to pay school fees will conduce to the same result. I fear, however, that in the absence of some further relaxation of the rules, we must expect that for some time to come a considerable number of persons who formerly gave their children a primary education will now withhold them from school or withdraw them on the completion of the Lower Primary course.

Expenditure on Primary schools.

101. The following table shows the expenditure on Primary schools :—

EXPENDITURE ON PRIMARY SCHOOLS FOR NATIVE BOYS.

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government and Board schools.	1887-88	5,114	2,36,528	26,503	33,872	2,073	3,04,090
	1886 87	2,509	2,28,268	31,781	27,450	1,819	2,91,827
	Increase	2,605	8,260		6,422	254	12,263
	Decrease	..	.	5,278	...	.	..
Aided schools	1887-88	8,671	1,236	968	5,118	9,612	25,605
	1886-87	9,848	774	1,098	4,597	10,960	27,283
	Increase	..	462	...	521	.	.
	Decrease	1,177	...	130	...	1,354	1,678
Unaided schools	1887-8	.	...	...	425	7,019	7,444
	1886-87	...	...	..	491	3,058	3,549
	Increase	..	...	..	.	3,961	3,895
	Decrease	...	...	...	66	..	.
Total	1887-88	13,785	2,37,764	27,471	39,415	18,704	3,37,139
	1886 87	12,357	2,29,042	32,879	32,538	15,843	3,22,659
	Increase	1,428	8,722		6,877	2,861	14,480
	Decrease		.	5,408	...		.
Scholarships	1887-88	...	246	64	.	134	444
	1886 87	..	364	156	8	193	721
	Increase	...	.	.	.	.	.
	Decrease	.	118	92	8	59	277

Chap. IV B. 102

Secondary Schools.

Increase of expenditure—general.

102. It will be observed that the expenditure on Primary schools as shown in the table amounted to more than Rs. 3,37,000 or adding Rs 5,500 on account of the Branch schools erroneously included in the statistics of Secondary schools, as explained above, to Rs. 3,43,500, in round numbers, so that the increase of expenditure was Rs. 21,000 or 6·5 per cent. over that of the previous year.

Expenditure from different sources.

103. The increase of expenditure from Provincial funds shown under the head of Government and Board schools is due to the fact that the Model school attached to the new Normal school at Jullundur was established towards the latter part of 1886-87, and that the other three Model schools were reorganised during that year; and that consequently the full establishment was maintained for a portion only of 1886-87 and for the whole of 1887-88. The increase under the head of District funds has been caused by the establishment of new schools. The reduction shown under Municipal funds is due partly to the inclusion of expenditure on some of the Branch schools above referred to in the returns of Secondary schools, and partly to the increase of school fees, which has relieved Municipal Committees of a portion of the expenditure.

Expenditure on Aided and Unaided schools.

104. In the case of Aided schools the expenditure shown in the table has been reduced by the error referred to in the last para., and by the fact already mentioned that eighteen low caste schools formerly shown as Primary schools are now included in the returns of Private schools. The increased expenditure on Unaided schools has occurred in the Delhi circle, but no explanation is given by the Inspector.*

Fees.

105. There has been a considerable increase in school fees amounting, in the case of Board schools, to 22 per cent. on the fees levied in the previous year. The fees in Board schools now cover one-ninth, and in Aided schools one-fifth of the total expenditure. The proportion is lower in Board schools in consequence of the large number of boys belonging to the rural population who are exempted from payment as the sons of agriculturists.

Expenditure on scholarships.

106. The expenditure on scholarships is trifling, and considerably less than in the previous year. The payment of scholarships from District or Municipal funds to boys attending Primary schools is not authorized under existing rules; and explanation will be called for as to the small sums still spent on this account. The expenditure shown under the head of other sources' is on account of stipends paid to poor boys in an Unaided Muhammadan school.

Results of Primary examinations.

107. The statement on the opposite page shows the results of the Upper and Lower Primary examinations for Primary schools and the Primary departments of Secondary schools.

The figures given in the table show no changes of any importance. There is a slight increase in the number of candidates and the number of passes by the Upper Primary standard. About 70 per cent. of the candidates who presented themselves for each examination from Board schools and for the Lower Primary examination from Aided schools were successful. In the Upper Primary examination the candidates from Aided schools did not acquit themselves quite so well, though the results are fairly good.

---

* The expenditure shown is four times that of the previous year. It is difficult to obtain correct returns of the expenditure on Unaided schools, and it is only within the last few years that such expenditure has been entered in the returns. The expenditure now shown on Unaided schools in the Delhi Circle is extremely high, considering the small number of scholars and the character of the schools which have sent up no candidates for examinations.

PRIMARY EDUCATION (NATIVE BOYS)—ABSTRACT STATEMENT OF RESULTS OF EXAMINATIONS.

Chap. IV. B, 107. Secondary Schools.

		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Upper Primary Examination.				
Government and Board schools	1887-88	7,630	5,271	69·1
	1886-87	7,409	5,164	69·7
	Increase	221	107	...
	Decrease	...	...	·6
Aided schools	1887-88	947	592	62·5
	1886-87	777	543	69·9
	Increase	170	49	
	Decrease	...	..	7·4
Unaided schools	1887-88	73	41	56·2
	1886-87	...		
	Increase	73	41	56·2
	Decrease	...	..	..
Total	1887-88	8,650	5,904	68·3
	1886-87	8,186	5,707	69·7
	Increase	464	197	
	Decrease	...		1·4
Lower Primary Examination.				
Government and Board schools	1887-88	13,746	9,774	71·1
	1886-87	14,333	10,474	73·1
	Increase	...	...	...
	Decrease	587	700	2·0
Aided schools	1887-88	1,227	868	70·7
	1886-87	1,206	829	68·7
	Increase	21	39	2·0
	Decrease	...	...	..
Unaided schools	1887-88	101	81	80·2
	1886-87	...	..	..
	Increase	101	81	80·2
	Decrease	...	...	..
Total	1887-88	15,074	10,723	71·1
	1886-87	15,539	11,303	72·7
	Increase	...	...	
	Decrease	465	580	1·6

Zamíndári schools.

108. Zamíndárí schools are intended to meet the special requirements of agriculturists, and have been set on foot at the suggestion of Mr. Ibbetson. The course of study in the Lower Primary Department is identical with that of ordinary schools; but in the Upper Department, surveying, village accounts and patwáris' work are taught in place of certain other subjects. Mensuration and the Agricultural Primer are taught in all Primary schools. A definite course in the special subjects will now be laid down for the Upper department of Zamíndárí schools, in accordance with the recommendations of the Committee on Technical education. So far as appears from the Inspectors' reports 56 of these schools have been established; but no information has been supplied regarding some districts, including the whole of the Delhi Circle. Most of them contain only a Lower department at present, and some difficulty has been experienced in finding teachers capable of giving instruction in the special subjects. They seem generally to be attended by a mixture of different classes; and not exclusively by the sons of agriculturists for whose benefit they have been set on foot. Until they have been several years in full working order, and the special subjects are taught in a thoroughly practical manner, it will be impossible to judge of their prospects of success.

Conduct of students, moral instruction, &c.

109. The behaviour of the scholars in Primary schools, so far as can be judged by an Inspecting Officer, is said to be generally satisfactory, but Lálá Piyáre Lál, a Native Inspector, states that many of the boys are addicted to the use of indecent

Chap. IV. B, 109. Secondary schools

expressions, when not under the eye of their teachers. They are generally clean in their persons and neatly dressed at the time of inspection, but not always on other occasions.

As regards moral instruction he observes that "the Readers in use in our schools contain many lessons inculcating morality, such as filial love, conjugal affection, truth, fidelity, &c.," and that 'these when handled in class by a zealous teacher produce a very salutary effect on the minds of the pupils,' though 'for good moral instruction more efficacious than the lessons given in class we must 'look to the moral conduct of the teacher.'" This is true of course, and it is true also, that many of the existing teachers are incapable of making the best use of the moral lessons contained in the Readers. Improvement must be gradual, and can be effected chiefly through the instrumentality of our Normal schools and the personal influence of District Inspectors.

General progress of Primary Education.

110. On the whole, the general progress of the schools is satisfactory. There are still many inefficient teachers in village schools and also in some of the Aided schools. The former are gradually replaced by competent men, and the latter also will give place to certificated teachers under the operation of the new grant-in-aid rules. Stagnation in the lowest class is still complained of in some districts, and is a subject which should receive the constant attention of the District Inspector.

SECTION C.—GENERAL QUESTIONS.

Improvement due to the employment of trained teachers.

111. Mr. Cope states that he finds the trained teachers, as a rule, far superior to others in teaching, in maintaining school discipline, in carrying out the suggestions of the Inspectors and in general intelligence, though some few are inclined to adopt a forward tone. This is no doubt quite correct, and in accordance with what we might expect.

In the Ráwalpindí Circle, the supply of trained teachers has not proved equal to the demand; and it has been necessary in some cases to employ uncertificated men temporarily, until trained teachers can be found to supply their places. The Inspector should keep the Principal of the Central Training College informed of all such cases, as regards Secondary departments; and he should endeavour to arrange with Local Bodies to send selected men to the College or the Normal School to be specially trained for the vacant posts, if the ordinary supply is likely to be insufficient.

General character of instruction.

112. Mr. Cope explains at length the most common faults that he has noticed in the method of teaching different subjects, and his remarks show the careful attention that he has given to the matter. His conclusions would meet with the general concurrence of any one who has had much experience of Indian schools. They are, however, much less prominent now than formerly, and with the supply of trained teachers will be gradually eradicated.

Amongst other points he notices the difficulty of inducing the boys of the High Department of Anglo-Vernacular schools to devote sufficient care to the study of the English text-books laid down in the course of study, owing to the fact that no text-books are prescribed for the Entrance Examination. This is a very common complaint, and I have, no doubt that if an Entrance course were prescribed by the University, it would strengthen the hands of the masters and tend to promote more accurate study.

Physical training, games, &c.

113. The Ludhiána district still takes the lead in physical instruction. Almost all the Middle and Primary schools have been supplied with simple gymnastic apparatus; and the Inspector of the Circle states that performances on the horizontal bar are

sometimes admirable. He regrets, however, to observe some falling off in the attention paid to native games. In all the other districts of the Jullundur Circle, and in a few others, gymnastic instructors are employed who pass from one Middle School to another, spending a short time in each. Board High Schools are generally supplied with an instructor, and the boys run races and engage in exercises with regularity. There are, however, many Middle Schools where no apparatus has been supplied, and in some cases where apparatus exists, there are no proper means of instruction. Cricket is becoming quite a national institution in the Punjab. The usual annual cricket tournament was held last spring at Amritsar; and the Alexander Belt, which was there competed for, is held by the Board High School at Lahore for the current year. A cricket tournament was held in the Ráwalpindí Circle in which seventeen schools took part. All the students of training institutions are taught gymnastics; and this alone in time will produce a very important effect on public schools for boys. Proposals have been made by the Educational Conference for the introduction of a systematic scheme of physical education. These have received the general approval of His Honour the Lieutenant-Governor; and it may be hoped that when they can be fully carried into effect, the requirements of the whole Province will be sufficiently provided for.

School buildings, furniture and apparatus.

114. For some schools of all classes excellent buildings have been supplied, whilst others are very ill provided for. In many cases where the accommodation was suitable, a few years ago, it has now become quite inadequate in consequence of the increase of scholars that has taken place.

Some schools again are well supplied with furniture and apparatus, whilst others are in want of the most necessary appliances. Rules have been laid down in the Code as to the articles that should be supplied; but they cannot be immediately carried out to their full extent in all cases. Attention is drawn to all deficiencies by inspecting officers; but some more systematic measures will probably be required to remove these deficiencies, and to ensure the observance of the rules hereafter. Mr. Cope has found that in some cases chaprásís are employed in Middle schools where they are quite unnecessary, and the money might be spent to better purpose on school appliances. They are sometimes said to be useful in bringing the boys to school, but this is an antiquated idea, which should now be abandoned. In a large town where there are many branch schools, one chaprásí may be necessary, but as a general rule, they are not necessary. This, however, is a matter regarding which the Inspector should address the Local Bodies concerned through the Deputy Commissioner.

Extracts from reports of Inspectors on the subject.

115. The following extracts on the subject of school buildings, furniture and appliances are from the Inspectors' reports:—

Delhi Circle.—"The regular attention that is being paid to these matters by inspecting officers is generally productive of good in the shape of continual improvements—changes which, although often slight, are still in the right direction. The demands for better water-supply and for sanitary measures are put forward as reasons for not spending money on such buildings as also for other expensive educational purposes, but the importance of attending to these matters is not questioned, they are only postponed till circumstances admit of their being dealt with properly.

"Much remains to be done before the buildings, furniture and apparatus are what they should be throughout the schools already existing in the circle."

Chap. IV. C, 115. General Questions.

Jullundur Circle.—"The school buildings in the Jullundur, Kángra and Ludhiána districts are generally suitable and in good order. The new Zamíndárí schools in almost all the districts have no houses of their own. It is, I think, too early to have houses built for them.

"In the Ferozepore district 12 and in Hoshiárpur five schools are without the buildings. Some schools in both the districts require extension or repairs.

"Furniture such as chairs, black boards, tat, &c., is required in almost all the Primary schools in the Ferozepóre, Hoshiárpur and Kángra districts. The Ferozepore district is also ill supplied with maps."

Lahore Circle.—"The school buildings of the circle vary from very good to bad, but they are on the whole fair. They are no doubt improving and will continue to do so if we only keep asking and asking the Local Bodies until we get what we want.

"Apparatus for the teaching of science should be insisted upon. At present it is only very few schools that have any equipment for teaching this most fascinating and important subject. I do not think there are half a dozen globes in the circle. I do not see how they can be as universally introduced as they should be, for they are expensive, and not easily obtainable with vernacular names on them.

"Skeleton maps I should also like to see in our schools, and I think every Lower Primary Department should have a clock-face, which could easily be made for a few annas, with movable hands so that the children might be taught the time.

"I have lately been trying some steel pens made by Mr. Trail, of Calcutta, for writing in the vernacular. They are good and cheap, and would be found useful, I think, in Anglo-Vernacular schools."

Ráwalpindí Circle.—"The school houses are generally in good condition, but in many places the accommodation is inadequate. This defect can be removed only gradually, as funds are available. As regards furniture I find that most districts are well supplied with maps, but in some there is a want of black boards. Of all the districts in this Circle, Gujránwála was the only one that was badly off in point of furniture. But I am glad to say that Rs. 1,800 were sanctioned for this purpose just before the close of last year, and the want will now be speedily supplied, if it has not been already."

Deraját Circle.—"The school buildings in the Circle are generally in fair order. In Bannu much inconvenience is felt for want of a suitable building for the Municipal Board School, which is now held in a rented house quite inadequate and unsuited for school purposes. The Dera Ismá'il Khan Municipal Board School, which does not afford sufficient accommodation, needs enlargement.

"The necessary furniture, books and appliances, as set forth in Section D., Chapter IX, of the Education Code, are being gradually supplied to the schools by the Local Bodies. In some Middle Schools where Physics is taught, physical apparatus required under Article 287 of the Code has not been supplied."

Extension of English education.

116. As regards the question whether the extension of Anglo-Vernacular schools is an advantage or a disadvantage, Lálá Ságar Chand, the Officiating Inspector of the Ráwalpindí Circle, offers the following remarks:—

"The question has been discussed whether the multiplication of Anglo-Vernacular schools in the country is an advantage. One argument advanced against it is that, the number of discontented natives seeking after situations becomes thereby increased. Admitting this, it may be still contended that the pressure of discontent is probably thus relieved in other directions. The population of the country is increasing year by year, while employment of all kinds is getting scarcer. Discontent must, therefore, exist somewhere. If the number of English knowing natives were less, the number of Persian knowing natives would probably be greater. If all the schools were closed, the thousands who find employment in the various Government offices would have to take to trade or agriculture, and not finding employment in that direction, or not prospering in their business, would grumble.

Effectually to remedy the evil, either the growth of the population should be checked in some way, or new fields of employment should be opened up for the people, or both means should be employed together. There seems no other way of avoiding the danger. As regards the clamour for employment of imperfectly educated natives, it should further be remembered that the extension of railways has created a great demand for the stamp of men turned out by our Anglo-Vernacular Middle schools, and that had it not been for the spread of English education which has taken place during the last few years, it would have been impossible to carry on work in the Railway offices so cheaply as now. The same remark applies to the Government offices. The salaries of the clerks in them are so low, simply because the supply of clerks is so plentiful."

Chap. IV. C, 116. General Questions.

117. A statement containing a list of prizes and medals offered by private liberality on the results of the Middle School and Entrance examinations is given in Appendix D.

Rewards and prizes.

118. The statistics supplied by Native States are printed as Appendix E, and the following table contains a summary of these statistics :—

Schools in Native States.

Details	Patiála	Baháwalpur	Jind	Kapúrthala	Faridkot	Total
Arts Colleges	1					1
Secondary Public schools	16	8	1	5		30
Primary „ „	96	39	4	29		168
Scholars in Arts Colleges	10					10
„ at Public schools	5,114	1,851	207	*1,667		8,839
„ in High Department	25	72		37		134
„ in Middle „	223	612	5	175		1,013
„ Primary „	4,866	1,167	202	1,349		7,584
„ learning English	1,365	240	22	263		1,890
Indigenous schools (Advanced		21		2	3	26
Indigenous schools (Elementary		217	6	159		382
„ scholars (Advanced		320		7	167	494
„ scholars (Elementary		1,934	97	1,471		3,502
Scholars in all schools	5,124	4,105	304	3,145	167	12,845
Total population	1,467,433	573,491	249,862	252,617	97,034	2,640,440
Souls per scholar in Public schools	286	309	1,207	151		298
„ „ all schools	286	139	821	80	581	205

* Including 89 Sanskrit and 17 Gurmukhí scholars who are not shown as reading in any *department* of public schools

CHAPTER V.

SCHOOL EDUCATION—SPECIAL.

	Para
SECTION A.—TRAINING INSTITUTIONS FOR MASTERS	
The Central Training College	119—127
The Central Model School	128
Normal schools	129—139
SECTION B.—TRAINING INSTITUTIONS FOR MISTRESSES.	
Normal schools for Mistresses	140
The Delhi Normal School	141
The Amritsar Normal School	142
Character of the instruction given in Female Normal schools	143
European Female Training School, Delhi	144
Future of Female Normal schools	145
SECTION C.—INSTITUTIONS FOR TECHNICAL TRAINING.	
The Lahore Medical School	146
The Lahore Veterinary School	147—150
The Law School	151
The Mayo School of Industrial Art	152—156
Industrial schools	157—158
The Delhi Industrial School	159
Delhi S. P. G. Mission Female Industrial School	160
The Amritsar Industrial School	161
The Kasúr Industrial School	162
The Bannu Industrial School	163
The past of the Industrial schools	164
The Committee on Technical Education	165—166

SECTION A.—TRAINING INSTITUTIONS FOR MASTERS.

Report on the Central Training College.

119. The Principal's report on the Central Training College is given as Appendix F.

The Principal.

120. During the early part of the year the College was under the charge of Mr. Bell, but that officer having been selected by the Secretary of State for the chair of Philosophy in the Lahore Government College, Lálá Ságar Chand, Assistant Inspector, was appointed Principal substantively *pro-tempore*. The Secretary of State having ruled, however, that the appointment, it held by a native of India, shall carry two-thirds only of the sanctioned salary, Lálá Ságar Chand, did not wish to retain it, and the permanent appointment was conferred on Mr. Haden Cope, Lálá Umráo Singh, the Assistant Superintendent, being appointed to act during the absence of Mr. Cope, who holds an officiating appointment elsewhere.

Mr Bell's superintendence of the College

121. It was arranged that until the permanent incumbent should take charge, the College should remain under the general superintendence of Mr. Bell, the late Principal, and that the annual report should be submitted through that officer, who was requested to add his own remarks, with reference more especially to the use made of the Model School, the technical training afforded to the students of the College, and the success with which they are taught to handle a class, and to question the pupils with intelligence. Mr Bell's remarks are prefixed to the report of the Officiating Principal.

The Principalship of the College

122. Mr. Bell's superintendence has no doubt been highly beneficial, but the removal of his immediate control is a great loss to the institution that he has conducted with so much success. It is, I think, to be regretted that the post of Principal has been removed from the graded Educational Service; and that when it is held by a native the full pay is not given. The work is certainly not less important than that of a Professor, and it is desirable that the Principal should possess not only special ability and high attainments, but also wide experience and a knowledge of the requirements of the Province at large.

Number of students in the C. T. College.

123. The College contained at the close of the year 69 students. The statistics show no changes of importance. There was some diminution in the number of students attending the Senior Anglo-Vernacular Class in which men are trained for

employment in Secondary departments, and a corresponding increase in the Junior Anglo-Vernacular Class which prepares for English teacherships in Primary departments. In the Vernacular Class the numbers are about the same as before.

Chap. V. A, 123. Training Institutions for Masters.

124. The results of the three examinations, *viz.*, the Senior and Junior Anglo-Vernacular and the Senior Vernacular examination, as noted below, may be considered satisfactory and in the Senior Anglo-Vernacular examination a large proportion of students were placed in the first division. In the Vernacular examination the weak point was Urdú, in which there were more failures than in other subjects; and the Principal comments unfavourably on the want of system displayed by the Maulaví who is a good scholar and a man of considerable ability, but not very skilful, in Mr. Bell's opinion, in the employment of Western methods of instruction.

Results of examination C. T College.

	Candidates.	*Passes.*
Senior Anglo-Vernacular Certificate Examination ...	24	17
Junior Ditto ditto ...	14	11
Senior Vernacular Certificate Examination ...	26	16

125. Six private candidates presented themselves for the Senior Anglo-Vernacular Certificate examination, and of these five were successful. Four of the successful candidates had, however, previously passed in all subjects except Elementary Science, in which they had failed by a few marks. For the Senior Vernacular examination, there were seven candidates from the Mission Training College at Amritsar which has been lately closed, but all were unsuccessful. Out of 16 private candidates for this examination, two only were successful, and these had previously passed in all but one or two subjects.

Results of examinations, other students.

126. There are now many candidates for the stipends available in the Anglo-Vernacular Department, which was by no means the case a few years ago; but as a rule the best graduates seek for employment which offers greater prizes than the Training College generally leads to. No one is admitted to the Senior Anglo-Vernacular Class who has not either passed the Intermediate examination or attended an Arts College for two years; but it is not yet practicable to require the fulfilment of both these conditions.

Candidates for admission to the C. T. College.

As the number of graduates and under-graduates in search of employment increases, there can be no doubt that we shall be able to demand higher attainments from candidates for admission to the College.

127. It will be seen from the report that the general progress and the conduct of the students have been good, and that both physical and moral training have received due attention. The staff have performed their duties well and zealously; though some defects in method have been pointed out by Mr. Bell, and the masters are not always sufficiently alive to the importance of avoiding the use of inaccurate language in the case of all lessons given through the medium of English.

General progress and conduct of students.

128. The Central Model School attached to the College is making good progress. A High Department has now been opened, and arrangements will shortly be made for the introduction of alternative courses in accordance with the orders lately passed by Government on the recommendations of the Committee on technical education. Corresponding arrangements will be made in the Central Training College.

The Central Model School.

129. The following statement shows the number and distribution of scholars in the four Normal schools, the expenditure and the results of examination for the last two years. During 1886-87 a new Normal School was established at Jullundur;

Normal schools and scholars.

Chap. V. A, 129. Trainin; Institutions for Masters.

those at Delhi, Lahore and Ráwalpindí were reorganized; and measures were taken to raise the number of stipendiary students from 170 to 300. At the close of the year, there were 244 students or approximately the same number as at the end of the year under report:—

NORMAL SCHOOLS FOR MASTERS.

			Government.			
			1887-88.	1886-87.	Increase.	Decrease.
Number of schools			4	4	...	...
Number and distribution of scholars at the close of the year.		Government stipendiaries	245	242	3	...
		Other stipendiary students	...	...	...	...
		Non-stipendiary students	...	2	...	2
		Total	245	244	1	...
	In Normal Class	Teachers	115	129	...	14
		Others	113	100	13	...
	In Preparatory Class (at Ráwalpindí)	Teachers	9	10	...	1
		Others	8	5	3	...
			Rs	Rs.	Rs.	Rs.
Expenditure. On establishments and contingencies.		From Provincial Revenues	16,187	12,826	3,361	...
		From other sources	...	..	...	...
		Total	16,187	12,826	3,361	...
On stipends		From Provincial Revenues	16,620	7,038	9,582	...
		From District Funds	...	3,793	...	3,793
		From Municipal Funds	...	...	...	...
		From other sources	...	...	...	...
		Total	16,620	10,831	5,789	...
		Grand Total	32,807	23,657	9,150	...
Results of examination—Junior Vernacular examination			121	101	20	...

Expenditure on Normal schools.

130. The increased expenditure on establishments is due to the reorganisation referred to in the last para. which had effect during a part only of the previous year; whilst more was spent on stipends in consequence of the additional number of stipendiary students. The whole cost of Normal schools including the expenditure on stipends is now paid from Provincial revenues.

Stipends.

131. Some of the available stipends were not taken up; and some of the stipendiary students left in consequence of sickness and other causes during the course of the term. Hence, at the end of the year, 55 stipends were vacant. Several of the District Inspectors, more especially in the Lahore Circle, were very dilatory in arranging for the supply of students.

Junior Vernacular Certificate examination, Government Normal schools.

132. The number of candidates who were successful in the Junior Vernacular Certificate examination in July 1887, shows an increase of 20 per cent. over the previous year. The increase is not in proportion to the additional number of students; but many who took part in the examination joined late, more especially in the case of the Jullundur School which was not organized until the session had begun.

Chap. V. A, 133.

Training Institutions for Masters.

133. The percentage of passes as compared with candidates is noted in the margin; Ráwalpindí has the highest; Lahore stands next, and has by far the highest number of passes in the first division; Delhi holds the third place, and Jullundur is far behind the others, as was to be expected under the circumstances.

Percentage of passes in different Normal schools.

	Percentage of passes.	First Division.	Second Division.
Delhi Normal School ...	56·0	25·0	75·0
Jullundur ,, ...	38·0	18·7	81·3
Lahore ,, ...	60·5	40·0	60·0
Ráwalpindí ,, ...	61·1	21·5	78·5

Junior Vernacular Certificate examination, other students.

134. From the Mission Training College at Amritsar there were 21 candidates for the examination, of whom 6 passed, and out of 28 private candidates who appeared at the examination, 10 were successful.

Criticism lessons.

135. Criticism lessons have been carefully carried on at Lahore, and full advantage has been taken of the Model School. At Delhi the arrangements have not been good, and the Model School itself has not been properly taught. At Jullundur and Ráwalpindí the system appears from the Inspectors' reports to be carried out in an efficient manner.

Physical training.

136. To every Normal School a gymnastic instructor is attached and systematic instruction is given. At Lahore much benefit seems to have resulted from the employment of a sepoy in this capacity.

Boarding houses.

137. At Lahore the students of the Normal School resident in the boarding house in the Hazúrí Bagh, have suffered much in health. The accommodation is far from satisfactory. At Jullundur and at Ráwalpindí new buildings have been provided.

Discipline and moral training.

138. At Lahore a debating society, under the name of the Anjuman-i-Akhlaqiya or Moral Society, was established during the session. Meetings are held twice a month; essays on moral subjects are read, and the proceedings are recorded. At Delhi four students were expelled from the examination for using unfair means, which does not, the Inspector thinks, speak well for the moral tone of the institution. At Jullundur the conduct of the students has been generally good, and discipline is strictly enforced. The Inspector believes that their conceptions regarding duty are greatly improved by their attendance at the Normal School.

Unsuitable men sent for training to Normal schools.

139. In some cases unsuitable persons have been sent in for training by District Inspectors; this has been the case in the Delhi Circle and also in Lahore, more especially from the Amritsar and Gurdáspur districts. These men are generally, it would appear, teachers, who are too old to profit by the instruction they receive. District Inspectors will be held responsible for making judicious selections, and when they neglect to do so, Inspectors should not hesitate to report the matter.

SECTION B.—TRAINING INSTITUTIONS FOR MISTRESSES.

Normal schools for mistresses.

140. There are still two Normal schools: one at Delhi under the S. P. G. Mission, the other at Amritsar under a Committee of native gentlemen. There is still also an institution at Delhi which is intended to train European girls for Zánána work.

Chap. V. B, 141.

Training Institutions for Mistresses.

The Delhi Normal School.

141. The Normal School at Delhi contained 34 students. Of these six had advanced beyond the Upper Primary standards but were somewhat weak in Arithmetic; and it was decided that they should remain in the first year Middle class. The school is, on the whole, well taught, but sufficient care had not been taken to prepare for the authorised standards of examination. No technical instruction is given. The school receives a grant from Government of Rs. 40 per mensem.

The Amritsar Normal School.

142. The Amritsar Normal School contained at the time of inspection 40 scholars, with an average attendance of 29. There were four Muhammadan girls in the first year Middle class, who acquitted themselves well and have been promoted to the second class. Eight girls passed the Upper Primary, and five the Lower Primary examination. The school is recruited from the branches maintained in connexion with it in the city. It is under the management of a Committee composed chiefly of native gentlemen. The expenditure amounted to Rs. 6,100, of which Rs. 1,200 was paid from Municipal funds, and the balance from Provincial revenues. There is no provision for technical instruction.

Character of the instruction given in Female Normal schools.

143. Neither of these schools are Normal Schools except in name, as there is no attempt at professional training. It is hoped that they may be organised as Secondary schools with Normal classes attached to them, in accordance with the principles recommended by the Educational Conference, and approved by Government.

European Female Training School, Delhi.

144. The school for European Zanána teachers contained two scholars. The expenditure amounted to Rs. 1,275, including a grant of Rs. 360 from Provincial revenues. The Inspector of the Delhi Circle was directed to examine it; but he overlooked these instructions and omitted to do so under the impression that it would be visited by one of the ladies employed to inspect certain female schools.

Future of Female Normal Schools.

145. Definite courses and definite schemes of examination have now been drawn up by the Educational Conference, and approved by Government for normal classes and for certificates both to Natives and to Europeans seeking employment in schools for native girls.

SECTION C.—INSTITUTIONS FOR TECHNICAL TRAINING.

The Lahore Medical School.

146. The Lahore Medical School, which forms a department of the Medical College, has been noticed in Chapter III in connexion with that institution.

The Lahore Veterinary School.

147. The report on the Veterinary School is published as Appendix G. The School contained at the close of the year 60 students in two classes, a first and a second year class, being 13 less than at the end of the previous year. The expenditure on establishment and contingencies amounted in round numbers to Rs. 29,000* of which about two-thirds were paid from Imperial, and one-third from Provincial revenues. Stipends cost about Rs. 2,500, of which the greater part was paid from District funds. Municipal funds contributing about Rs. 200. Under both these heads there has been a decrease of expenditure. There are two scholarships given by the Government of India, and there were apparently at the close of the year 27 students in receipt of stipends from Local Bodies.† The Principal hopes to see the number increased.

* This apparently included the cost of two scholarships given by the Government of India.

† In the Principal's statement 11 students only are shown as non-stipendiary so that there must be some mistake.

Chap V. C, 148.

Institutions for Technical Training.

148. In the final examination for certificates as 1st class Veterinary Assistants 2 candidates only were successful against 14 in the previous year. This result is attributed partly to a diminution in the strength of the teaching staff, and partly to the inferiority of the students and their ignorance of animals, when they first joined. In the examination for 2nd class Veterinary Assistants the number of successful candidates was 11, the same as in the previous year.

Results of examinations.

149. An endeavour is now being made to secure students of the agricultural class who have some knowledge of animals. Men of other classes with a fair education master the theoretical part of the course; but are deficient in the practical familiarity with animals that is essential. Military students advanced in life have sometimes been admitted, but cannot grasp the subjects presented to them. To ensure success two things are required: a fair general education and the knowledge of animals that youths of the agricultural class alone can be expected to possess.

Boys of the agricultural class fit students for the school.

150. It is satisfactory to find that there is an increasing demand for the services of Veterinary Assistants and that Local Bodies are beginning to appreciate their value.

Increased demand for Veterinary Assistants.

151. The Law School, maintained by the Punjab University contained 68 students or nearly the same number as at the close of the previous year. The expenditure amounted to Rs. 5,313, of which more than half was met by school fees and the balance from University funds.

The Lahore Law school.

For the 'Preliminary Examination in Law' there were 15 candidates of whom 13 were successful, for the First Examination in Law, there were 5 candidates, of whom one passed, and for the Final Examination, 9 candidates who all failed.

152. The Principal's report on the Mayo School of Industrial Art is given as Appendix H.

The Mayo School of Industrial Art.

153. The School contained at the close of the year 81 students or about the same as before, but there has been a marked improvement in the average attendance. There are three main divisions:—

Students in various classes.

The first for *General Drawing and Decorative Design*, with two classes and 41 pupils;

The second for *Wood-carving, Architectural Drawing, &c.*, with two classes and 40 pupils; and

The third for *Modelling and Casting* in plaster, with 6 pupils, who attend other classes also.

154. The expenditure amounted in round numbers to Rs. 15,500, of which rather more than Rs. 2,000 were spent on account of stipends and the balance on establishment and contingencies. Municipalities contributed nearly one-fourth of the expenditure on stipends. The balance (with the exception of a small sum from the School earning fund) was paid from Provincial revenues.

Expenditure.

155. The stipends paid by Government vary from Re. 1 to Rs. 10, and those paid by the Municipalities from Rs. 5 to Rs. 10. There are 35 of the former and 7 of the latter, and it is satisfactory to find that 39 of the students or nearly one-half are non-stipendiary.

Stipends.

156. It has been frequently pointed out, that the youths who join the Mayo School are of two classes:—first the sons of artisans, who have an hereditary aptitude for industrial art, but

Future of the School.

Chap. V. C, 156.

Institutions for Technical Training.

who have not learnt drawing and have received no general education whatever; and secondly, students who have received a fair general education, but who are for the most part incapable of making satisfactory progress in artistic studies. The defects in both these classes have proved a serious obstacle to the progress of the school. It is hoped that the measures that have been decided on for the promotion of technical education will result hereafter in supplying the schools with sons of artisans who have received some education and acquired some knowledge of drawing before they join.

Industrial schools.

157. There were at the close of the year five Industrial schools, that at Ludhiána having been closed since the submission of my last report:—

1. The Delhi Industrial School maintained by the Municipality.
2. The S. P. G. Mission Female Industrial school, Delhi.
3. The Amritsar Industrial School maintained by the Municipality.
4. The Kasúr Industrial School, formerly returned as a Board School, but this time returned as one aided by the Municipality.
5. The Bannú Industrial School, unaided; since closed.

Students and expenditure.

158. These schools contained at the close of the year 182 students and the expenditure amounted to Rs. 8,149 as noted below:—

	Rs.
Provincial grants	300
Municipal funds	5,918
Subscriptions	691
Endowments and other sources	1,240
Total	8,149

The Delhi Industrial School.

159. The Municipal School at Delhi is maintained at a cost of Rs. 200 per mensem. It contained 48 scholars who were occupied as noted below; but the Inspector has given no information as to their proficiency:—

Drawing	19
Carpet making	5
Carpentry	14
Sculpture	3
Pottery (China)	4
Matting	3

S. P. G. Mission Female Industrial School, Delhi.

160. The S. P. G. Industrial School receives a grant from Government. It contained 13 pupils who receive instruction in needle-work, but it seems to partake more of the character of a charitable institution than a school of Industry.

The Amritsar Industrial School.

161. The Amritsar School contained, when visited by the Inspector, 60 boys who were employed as noted below. They are mostly sons of artisans, but there are some Khatrís, Jats and others amongst them. Carpenter's work is said to be the most popular. It is strange that both here and at Delhi drawing is learnt as a thing apart, and that it is not apparently taught to the carpenters. Four instructors were employed, one for each handicraft, and their salaries amounted to Rs. 125 per mensem. The total expenditure was about double this amount. No stipends were given to the pupils:—

Drawing	16
Carpenter's work	16
Blacksmith's work	16
Metal engraving	18

Chap. V-C, 162.

Institutions for Technical Training.

The Kasúr Industrial School.

162. The following description of the Kasúr School is taken from the Inspector's report:—

"The school formerly received support from the Lahore District Board and the Kasúr Municipality, but the aid from the former body was withdrawn on April 1st, 1887, and from the latter on April 1st, 1888. It is maintained by the Anjuman-i-Mufíd-i-'Ám, Kasúr.

"The building in which the school is held is the property of the Anjuman and was erected by subscription. Munshí Qádir Bakhsh Khán, Khán Bahádur, the President of the Anjuman, is the Manager.

"The school was founded in 1874 at the proposal of Munshí Ghulám Nabi Khán, then Extra Assistant Commissioner of Kasúr, and Munshí Qádir Bakhsh Khán, then Tahsíldár of the place, with the sole object of extending technical education and imparting instruction in handicrafts in a better manner and on an organised system.

"It is now maintained by the income obtained from the sale of the articles, things made in the school, and by subscriptions.

"This income covers the expenditure and leaves some surplus.

"The subscribers receive a copy of the monthly magazine, called Risála-i-Anjuman-i-Mufíd-i-'Ám, Kasúr.

"The profits are spent in the extension of the different trades, and any surplus left over is credited to the treasury of the Anjuman.

"The following different handicrafts are taught in the school.

"Needle-work, embroidery, carpenter's work, blacksmith's work, and leather work; and the articles made are chiefly carpets, lungís, saddles, native check cloth and lacquered goods, &c.

"There are 8 paid skilled workmen. Out of 33 boys who learn the different trades, 29 are paid at monthly rates varying from As. 8 to Rs. 10. These figures do not quite agree with those given in the statistics as they refer to a rather later date.

"No boy has been sent to any school of Art during the year.

"The goods manufactured are disposed of by public sale, some were sent to the exhibition at Lahore some years ago, where they were all sold and prizes and certificates were awarded, since some articles have been sent to London to the exhibition held in 1886, and fair prices were realized, the articles were appreciated, and a silver medal was given to the Superintendent of the School. In addition the institution has sent its articles to exhibition at Simla and Calcutta also.

"The boys who are taught the manufacture of the various sorts of carpet learn from designs which have been made in the school.

"The instruction said to be given in this school in reading, writing, and Arithmetic is a mere sham and this matter needs careful looking into and consideration. It is a great pity that some more strict supervision cannot be exercised over this part of the work. I confess I was disappointed with even the industrial work of the school. The designs of the carpets are mostly very wanting in taste, the wood-work and leather work turned out is coarse and clumsy, and the prices asked are exhorbitant. The chool shows much better on paper than in reality."

The Bannú industrial School.

163. The Unaided School at Bannú contained 19 boys, of whom 14 were learning carpentry and 5 carpet weaving, 10 were learning Urdú and 9 English. The expenditure amounted to Rs. 879. The Manager seemed at one time very sanguine of success; but he found a difficulty in procuring skilled instructors; and I understand that he has been obliged to close it, which is to be regretted.

Chap. V, C. 164 — Institutions for Technical Education.

The past of the Industrial schools.

164. Hitherto Industrial schools have not been a success in the Punjab, and several of those formerly in existence have from time to time been closed. This, however, was to be expected so long as there were no systematic arrangements in force for their superintendence and guidance.

The Committee on technical education.

165. The whole question of technical education has recently been under the consideration of a strong Committee, consisting of the members noted below, that was appointed by Government to make practical recommendations on the subject. This scheme, if adopted in its entirety, would have involved an additional expenditure of Rs. 50,000 per annum; and the Government was not in a position to provide more than Rs. 10,000. It has been decided, however, to adopt many of their recommendations in whole or in part :—

1. G. R. Elsmie, Esquire, Vice-Chancellor, Punjab University.
2. Colonel E. G. Wace, Financial Commissioner, Punjab.
3. W. Coldstream, Esquire, B.A., Deputy Commissioner.
4. G. Kettlewell, Esquire, B.A., Principal, Veterinary School, Lahore.
5. J. L. Kipling, Esquire, Principal, Mayo School of Industrial Art.
6. Colonel W. R. M. Holroyd, Director of Public Instruction.
7. Dr. W. P. Dickson, M.D., Superintendent, Central Jail, Lahore.
8. Dr. A. M. Dallas, C.I.E., Inspector-General, Civil Hospitals.
9. T. C. Lewis, Esquire, M.A., Principal, Lahore Government College.
10. W. H. Rattigan, Esquire, Barrister-at-Law, Judge, Chief Court.
11. Major-General Æ. Perkins, C.B., R.E., Secretary to Government, Punjab, Public Works Department.
12. Colonel Conway Gordon, *and subsequently* Colonel W. A. J. Wallace, R.E., Director, North-Western Railway.
13. B. H. Baden-Powell, Esquire, C.I.E., Judge, Chief Court.
14. C. T. Sandiford, Esquire, Locomotive Superintendent, North-Western Railway.
15. Dr. T. E. B. Brown, M.D., Principal, Lahore Medical College.
16. E. B. Steedman, Esquire, Director of the Department of Land Records and Agriculture.
17. F. C. Channing, Esquire, Divisional Judge.

Summary of the measures recommended by the Committee and approved by Government.

166. The following is a summary of the measures that have received the approval of His Honor the Lieutenant-Governor :—

(1) In High departments of Anglo-Vernacular schools, students who do not learn Arabic or Sanskrit, and who have passed the Middle School examination in Euclid and Algebra will have the option of studying one or two of the following subjects where arrangements can be made to teach them efficiently :—

(*a*) Chemistry, Botany and Zoology;
(*b*) Freehand drawing;
(*c*) Mechanical drawing;
(*d*) Advanced English composition;
(*e*) Précis-writing, Caligraphy, Commercial Arithmetic, &c.

To these shorthand writing may perhaps be added hereafter.

(2). The University will be requested to make the first four subjects optional subjects for the Entrance examination, and the Education Department will be directed to hold an examination in the fifth.

(3). When qualified teachers and suitable text-books are available, a course in Chemistry, Botany and Zoology, similar to that laid down for High Schools, but of a somewhat lower standard, will be made an optional subject for Vernacular Middle schools.

Chap. V, C, 166
Institutions for Technical Training.

(4). Local Bodies will be authorized to introduce drawing as an optional subject in Vernacular Middle schools when certificated masters are available.

(5). Arrangements will be made in the Central Training College to train Anglo-Vernacular and Vernacular teachers to give instruction in the proposed course in Chemistry, Botany and Zoology.

(6). A special course will be introduced in certain Primary schools for Zamíndars.

(7). A regular course will be laid down for Industrial schools, and to this all Board and Aided institutions will be required to conform.

(8). All Industrial schools will be affiliated to the Mayo School of Industrial Art, Lahore.

(9). The examination of the students of Industrial schools in drawing and in handicrafts will be conducted by the Principal of Mayo School, who will prepare standards for the guidance of the teachers and students.

(10). Scholarships will be awarded to a certain proportion of boys attending Industrial schools who pass the Upper and Lower Primary examinations, and will be tenable in the Upper Primary Department of such schools and in the Mayo School of Industrial Art.

(11). Drawing Masters' certificates will be awarded by the Principal of the Mayo School.

(12). A Technical School will be established in connexion with the Railway workshops at Lahore.

(13). It is proposed to extend the scope and functions of the Mayo School of Industrial Art, to appoint a European Assistant, and to strengthen the subordinate staff.

Chap. VI. 167. Female Education (Natives).

STATEMENT SHOWING NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

			Secondary Schools.			Primary Schools.				Grand total Secondary and Primary schools.
			Anglo-Vernacular.	Vernacular.	Total.	Board schools.	Aided schools.	Unaided schools.	Total.	
Number of schools		1887-88	3	3	6	142	159	4	305	311
		1886-87	3	1	4	129	158	16	303	307
		Increase	...	2	2	13	1	...	2	4
		Decrease	...	...	...	...	...	12	...	...
Number of Scholars in	High Stage	1887-88	9	...	9	...	...	...	...	...
		1886-87	6	...	6	...	...	...	...	...
		Increase	3	...	3	...	...	...	...	...
		Decrease	...	...	...	...	...	...	...	...
	Middle Stage	1887-88	29	24	53	...	...	...	...	...
		1886-87	25	5	30	...	...	...	...	...
		Increase	4	19	23	...	...	...	...	...
		Decrease	...	...	...	...	...	...	...	...
	Total Secondary Stage	1887-88	38	24	62	...	...	...	...	...
		1886-87	31	5	36	...	...	...	...	...
		Increase	7	19	26	...	...	...	...	...
		Decrease	...	...	...	...	...	...	...	...
	Upper Primary Stage	1887-88	46	38	84	145	173	..	318	402
		1886-87	64	24	88	134	83	16	233	321
		Increase		14	...	11	90	...	85	81
		Decrease	18	...	4	...	...	16	...	...
	Lower Primary Stage	1887-88	89	131	220	3,858	5,139	132	9,129	9,349
		1886-87	90	75	165	3,348	5,902	378	9,628	9,793
		Increase	...	56	55	510	...	...	...	...
		Decrease	1	...	...	...	763	246	499	444
	Total Primary Stage	1887-88	135	169	304	4,003	5,312	132	9,447	9,751
		1886-87	154	99	253	3,482	5,985	394	9,861	10,114
		Increase	...	70	51	521	...	...	...	...
		Decrease	19	...	...	...	673	262	414	363
	Grand Total...	1887-88	173	193	366	4,003	5,312	132	9,447	9,813
		1886-87	185	104	289	3,482	5,985	394	9,861	10,150
		Increase	...	89	77	521	...	...	...	...
		Decrease	12	...	...	...	673	262	414	337

CHAPTER VI.

FEMALE EDUCATION (NATIVES).

	Para.		Para.
Female schools and scholars ..	167-168	Discipline and moral training ...	175
Expenditure	169	Effect of recent measures for the improvement of female education ...	176-177
Fees	170	Secondary schools for girls	178-179
Scholarships	171	Certain noteworthy Primary schools	180
Results of examinations	172	Growing desire for female education	181
Special subjects taught in Female Schools	173	General progress	182
Boarding arrangements	174		

Female schools and scholars.

167. The table on the opposite page shows the number and distribution of Girls' schools and the scholars attending them for the past two years.

It will be observed that there were at the end of the year under report in round numbers 9,800 girls under instruction, and that there has been a small increase in the number of schools and a decrease in the number of scholars. The reduction in the number of scholars is confined to Aided and Unaided schools; but in the case of the latter it is apparent only, and is due to the inclusion last year of schools and scholars that should not have been shown in the statistics of public schools

Increase and decrease in the number of scholars in different stages of instruction.

168. Two Primary Vernacular schools have been raised to the Middle grade, so that there are now in all six secondary schools. The number of girls in the secondary stage of instruction, though still small, shows an increase of 72 per cent. over the previous year. In the Upper Primary Department the number under instruction has increased by 25 per cent.

The falling off in the Lower Primary Department of Aided schools appears from Mrs. Steel's report to be due in some cases, more especially in the northern part of the Province, to a feeling of opposition to Mission schools.

Expenditure.

169. The statement on the next page shows the expenditure from various sources on schools of different kinds.

It will be observed that the total expenditure amounted in round numbers to Rs. 1,01,000, of which somewhat more than one half was paid from public funds. There is a slight increase in the expenditure from public funds, and a large diminution in that from 'other sources' which is made up chiefly of subscriptions and endowments. Fees also, which are confined to Christian Boarding schools, show a considerable falling off. There has been a reduction of about 7 per cent. on the total expenditure.

STATEMENT OF EXPENDITURE.

Class of Schools.			Expenditure on establishments and contingencies.					
			Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.	Total.
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary Schools.	Anglo-Vernacular	1887-88 ..	4,610	...	360	3,802	7,045	15,817
		1886-87 ..	4,260	..	360	5,319	10,288	20,227
		Increase	350					...
		Decrease .	...	...	...	1,517	3,243	4,410
	Vernacular ...	1887-88 .	5,070	190	500	.	460	6,220
		1886-87 .	4,528	..	416	..	...	4,944
		Increase ...	542	190	84	.	460	1,276
		Decrease ...	...	...	...	...	.	...
	Total ...	1887-88 ..	9,680	190	860	3,802	7,505	22,037
		1886-87 ..	8,788	...	776	5,319	10,288	25,171
		Increase ...	892	190	84	...	...	..
		Decrease ...	...	..	...	1,517	2,783	3,134
Primary Schools.	Board schools ...	1887-88 .	198	8,680	8,020	...	306	18,104
		1886-87 ...	190	7,024	8,653	17	811	16,695
		Increase ...	8	1,656	267	.	...	1,409
		Decrease ...	...	...	...	17	505	...
	Aided schools ..	1887-88 ...	17,865	1,232	4,642	145	36,267	60,151
		1886-87 ...	17,263	1,247	3,992	396	41,930	64,828
		Increase ...	602	...	650	...	...	...
		Decrease ...	...	15	...	251	5,663	4,677
	Unaided schools ...	1887-88 ...	...	...	...	...	769	769
		1886-87 ...	..	...	...	..	1,614	1,614
		Increase ...	...	...	...	...	...	...
		Decrease ...	...	...	...	...	845	845
	Total ..	1887-88 ...	18,063	9,912	13,562	145	37,342	79,024
		1886-87 ...	17,453	8,271	12,645	413	44,355	83,137
		Increase ...	610	1,641	917	...	...	...
		Decrease ...	...	...	...	268	7,013	4,113
	Grand total Secondary and Primary schools.	1887-88 ...	27,743	10,102	14,422	3,947	44,847	101,061
		1886-87 ..	26,241	8,271	13,421	5,732	54,643	108,308
		Increase ...	1,502	1,831	1,001	...	...	...
		Decrease ...	...	...	...	1,785	9,796	7,247

Chap. VI, 170. Female Education (Natives). Fees.

170. Fees have hitherto been levied only in schools for Christian girls. Mrs. Steel, however, has now induced the scholarship-holders attending Board schools in Gujránwála each to subscribe a few annas monthly to form a fund for the purchase of books, &c., and this, she thinks, will pave the way for the general levy of fees hereafter. I understand also that Miss Bose, who is in charge of the Victoria School at Lahore, believes that fees may be levied in that institution if instruction is given in English.

Scholarships.

171. The expenditure on scholarships amounted to nearly Rs. 8,300, of which about Rs. 7,000 were paid from Provincial revenues on account of scholarships awarded in accordance with the rules laid down in the Code. Details as to the distribution of these scholarships amongst schools of different kinds are wanting; but will be fully supplied in the next report.

Results of Examinations.

172. The table on the next page shows the results of examinations.

There were 3* candidates from Christian Boarding schools for the Calcutta Entrance examination this year, who all passed. There has been a reduction in the number of candidates for the Middle School examination, and also in the number of passes. So long as the candidates are confined to a free Christian school with a very small attendance in the Secondary Department, we must expect fluctuations. The number of passes by the Upper Primary standard has increased by 24 per cent. and the number successful in the Lower Primary examination by 8 per cent. Considering the very large increase that took place in 1886-87, when the number of girls successful in the Upper Primary examination was treble that of the previous year, these results are highly satisfactory.

Special subjects taught in female schools.

173. Sewing and knitting receive attention more especially in the Secondary schools, and in some cases lace making, embroidery and work of various kinds are taught. There are still, however, many Primary schools in which no provision has been made to teach needle-work. Lálá Ságar Chand considers that this is a branch of education which mothers really appreciate, and that it cannot be neglected in any school without loss of popularity. Domestic economy is taught in some of the Christian schools, and during the current year a translation of "The way to Health" will be introduced in Primary schools, whilst Mrs. Steel has kindly undertaken the preparation of a more advanced series in hygiene, domestic economy, &c., for Secondary schools.

Boarding arrangements.

174. Some of the Christian schools are Boarding schools; but there are at present no Boarding houses in connexion with schools for Hindús and Muhammadans; though it is hoped that arrangements may shortly be effected for the reception of boarders in the Victoria School at Lahore.

Discipline and moral training.

175. The conduct of the girls is reported to be generally very good; though Mr. Lewis, now acting as Inspector of the Delhi Circle, remarks that attempts to cheat during the examination of parda schools have been recorded, which indicate that the moral tone of such schools is not what it should be. Mr. Cope, in charge of the Lahore Circle, believes that in some cases young mothers accompany their little girls to schools under female teachers,

* These are not included in General Table VI, as the results of the Calcutta examinations were received too late for incorporation in that statement.

CHAP. VI.—FEMALE EDUCATION (NATIVES).

RESULTS OF EXAMINATIONS.

			Entrance Examination.			Middle School Examination.			Upper Primary Examination.			Lower Primary Examination.		
			Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Secondary Schools.	Anglo-Vernacular.	1887-88	3	3	100·0	7	3	42·9	21	18	85·7	25	14	56·0
		1886-87	4	1	25·0	13	8	61·5	29	23	79·3	29	23	79·3
		Increase	...	2	...	...	...	...	...	...	...	...	...	...
		Decrease	1	...	...	6	5	...	8	5	...	4	9	...
	Vernacular...	1887-88	...	...	...	...	...	...	5	5	100·0	7	7	100·0
		1886-87	...	...	...	...	...	...	12	10	83·3	12	6	50·0
		Increase	...	...	...	...	...	...	...	...	...	...	1	...
		Decrease	...	...	...	...	...	...	7	5	...	5	...	...
	Total ...	1887-88	3	3	100·0	7	3	42·9	26	23	88·5	32	21	65·6
		1886-87	4	1	25·0	13	8	61·5	41	33	80·5	41	29	70·7
		Increase	...	2	...	...	...	...	...	...	...	...	...	...
		Decrease	1	...	...	6	5	...	15	10	...	9	8	...
Primary Schools.	Government and Board schools.	1887-88	...	...	...	...	...	...	61	33	54·1	288	158	54·8
		1886-87	...	...	...	...	...	...	38	17	44·7	233	102	43·8
		Increase	...	...	...	...	...	...	23	16	...	55	56	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...
	Aided schools.	1887-88	...	...	...	...	...	...	66	41	62·1	399	189	47·4
		1886-87	...	...	...	...	...	...	42	28	66·7	434	210	48·4
		Increase	...	...	...	...	...	...	24	13	...	...	...	...
		Decrease	...	...	...	...	...	...	...	...	...	35	21	...
	Unaided schools.	1887-88	...	...	...	...	...	...	2	1	50·0	26	13	50·0
		1886-87	...	...	...	...	...	...	...	...	...	27	11	40·7
		Increase	...	...	...	...	...	...	2	1	...	...	2	...
		Decrease	...	...	...	...	...	...	...	...	...	1	...	...
	Total ...	1887-88	...	...	...	...	...	...	129	75	58·1	713	360	50·5
		1886-87	...	...	...	...	...	...	80	45	56·2	694	323	46·5
		Increase	...	...	...	...	...	...	49	30	...	19	37	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total Secondary and Primary schools.		1887-88	3	3	100·0	7	3	42·9	155	98	63·2	745	381	51·1
		1886-87	4	1	25·0	13	8	61·5	121	78	64·5	735	352	47·9
		Increase	...	2	...	...	...	...	34	20	...	10	29	...
		Decrease	1	...	...	6	5	...	...	...	...	...	...	...

which thus become a centre of gossip to the detriment of a healthy tone and good discipline. Moral instruction is given, of course, in Christian schools, and in some of the schools for Hindus and Muhammadans religious instruction is imparted. On this subject Lálá Piyáro Lál, Inspector of the Jullundur Circle, offers the following remarks :—

Discipline and moral training.

"The conduct of the pupils in Girls' schools has been very satisfactory. It would be strange if it were otherwise The native girls are always very bashful, and it is, I think, almost impossible that they can be guilty of any mischief in presence of a stranger much less in that of a man or woman, who is their teacher. Moral instruction in a systematic manner has not yet been introduced in these schools, at least in such of them as are maintained by Boards or Government. In some schools, however, which are sectarian, religious instruction is given by the teacher ; but the District Inspector or the Inspector is supposed to know nothing about it."

Effect of recent measures for the improvement of female education.

176. The measures introduced during the last two years for the improvement of female education have had an undoubted effect in arousing an interest in the subject; and in stimulating the exertions both of scholars and of teachers. The award of prizes to girls, who distinguish themselves, of scholarships on the results of the Upper and Lower Primary examinations and of instruction grants to teachers in Board schools in accordance with the new rules, is of course systematically carried out; but the information given by Inspectors as to the efforts made to carry out the other arrangements that were authorised, and the extent to which these efforts have been successful is somewhat defective.

Effect of the liberal rules regarding scholarships.

177. With regard to the new rules for the award of scholarships Lálá Ságar Chand, Officiating Inspector of the Ráwalpindí Circle, writes as follows :—

"The effect of the liberal rules regarding scholarships in Female schools has, in my opinion, been most beneficial. The indifference of the people to female education has thereby been, to some extent, overcome; and it is essential for the success of the policy of the Government in this matter, that no great change should be made in these rules for at least five years. The wisest plan would be to leave the rules untouched, until a more potent motive for female education is supplied to the people ; that, namely, which is derived from the spectacle of seeing women making a respectable living by their own exertions.

"It is urged against this policy that this is bribing the people to induce them to educate their girls. Perhaps it is. But then all scholarships and prizes are of the nature of bribes; and the holding out hopes of promotion to a servant, if he does his work well, is a bribe. From the point of view of these objectors, the maxim, that every man ought to do his duty, is enough for all.

"It may be remarked that regarded in this light the opening of female classes in the Medical College at Lahore is likely, in course of time, to exercise a powerful influence in removing the prejudice against female education."

Secondary schools for girls.

178. As stated above, the number of Secondary schools has now been raised to six. These comprise the three Anglo-Vernacular Boarding schools for Christian girls at Ludhiána Amritsar and Lahore, which have been fully described in previous reports, and three Vernacular schools, *viz.*, the Victoria School at Lahore, under the management of the Punjab Association, the Arya Samáj Orphan School in the Ferozepore Cantonment, and the District Board School at Gujarwál in the Ludhiána district, the two latter having been raised to the Secondary class during the year under report.

a Chap VI. 173

Female Education (Natives)

The Victoria School and the opening of more Middle Departments.

179. The Victoria School is making satisfactory progress and the introduction of English as an optional subject is under consideration. There is reason to believe that Middle departments will be opened in connexion with Vernacular schools in several other places during the current year. This is a matter of great importance, as we cannot have efficient female teachers for Primary schools until young women are to be found, who have received some general education in a Middle School and afterwards gone through a systematic course of training.

Mention of certain noteworthy Primary schools.

180. Amongst Primary schools the most noteworthy on the whole, perhaps, are those at Gujránwála. The Mission schools at this station contained 488 girls and the Board schools 246. From the former 2 passed the Upper Primary and 25 the Lower Primary examination, and from the latter 8 girls were successful in the Upper Primary and 30 in the Lower Primary examination. It is highly creditable to Gujránwála that in proportion to the population it has a larger number of children, boys and girls, under Primary instruction than any other town in the province. It is satisfactory to find also what excellent relations always seem to prevail between the Board and Aided schools. There is no indication here of the feeling against Mission teaching for girls that has manifested itself in some places; and the remarks of Lálá Ságar Chand, regarding the Mission School and its branches will be read with interest:—

"The prejudice against female education, which has hitherto been so strong, seems to be giving way gradually, at least in some places. I was agreeably surprised to find at Gujránwála, many girls belonging to well-to-do families in the town, looking bright and cheery, attending the Mission School. I witnessed the same thing at Akálgarh in this district. Apart from this, the very fact that in a small town like Gujránwála, there should be 488 girls, of all classes, receiving education in one school and its branches, and that the pupils should be regular enough in attendance to make good progress in their studies, is very significant to my mind."

Growing desire for female education.

181. The following remarks regarding the growing desire for education are from the report of Mr. Cope, the Officiating Inspector of the Lahore Circle:—

"Many young men have told me that they desire to marry wives who are educated, and as this desire spreads, we shall have a most powerful influence at work as parents will readily let their daughters learn if by this means they become more sought after in marriage."

"The Punjab Association is doing good work and so are some of the native societies. Native gentlemen, too, are interesting themselves in female education in several parts of the Circle and supporting schools by their influence and their purses."

General progress.

182. On the whole sound progress has been made during the year. The improvement in some cases has been most marked, and there are growing indications of a real desire in some quarters for female education.

CHAP. VII.—EDUCATION OF SPECIAL CLASSES.

NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS

Ch. VII. A, 183.

Europeans and Eurasians.

		Boys.				Girls.				Total.			
		1887-88.	1886-87.	Increase.	Decrease.	1887-88.	1886-87.	Increase.	Decrease.	1887-88.	1886-87.	Increase.	Decrease.
Number of Schools.	Sanáwar Asylum	1	1	.	...	1	1	...	.	2	2	..	..
	Murree Asylum	1	1	..	.	1	1	..	...	2	2		
	Aided — Secondary	7	3	4		9	6	3	...	16	9	7	...
	Aided — Primary	...	2	..	2	2	6	...	4	2	8	...	6
	Aided — Total	7	5	2	..	11	12	...	1	18	17	1	...
	Unaided ... Secondary .	...	...	..	..	..	...	...	...	..	...	...	...
	Unaided ... Primary	2	..	2	..	1	..	1	...	3	..	3	...
	Unaided ... Total	2	...	2	...	1	...	1	..	3	...	3	...
	Total Public schools ..	11	7	4		14	14		..	25	21	4	..
	Private Schools	9	7	2	.	1	1		..	10	8	2	...
	Total Public and Private schools ..	20	14	6	...	15	15	...	..	35	29	6	...
Number of Scholars in	Sanáwar Asylum	249	258	..	9	207	222	...	15	456	480	...	24
	Murree Asylum	101	88	13	...	69	72	..	3	170	160	10	...
	Aided schools	454	314	140	.	564	528	36	..	1,018	842	176	.
	Unaided schools	42	...	42	..	12	.	12		54		54	...
	Total Public schools	846	660	186	.	852	822	30	..	1,698	1,482	216	.
	Private schools	112	93	19	...	26	29	.	3	138	122	16	..
	Total Public and Private schools ..	958	753	205	...	878	851	27	.	1,836	1,604	232	...
Scholars in Public Schools in	High Stage	55	33	22	.	7		7	..	62	33	29	.
	Middle Stage	190	176	14	..	174	117	57	.	364	293	71	..
	Total Secondary Stage.	245	209	36	...	181	117	64	..	426	326	100	
	Upper Primary Stage . . .	263	191	72	..	234	221	13	..	497	412	85	.
	Lower Primary Stage	338	260	78	..	437	484	.	47	775	744	31	...
	Total Primary Stage . ..	601	451	150	...	671	705	...	34	1,272	1,156	116	.
	Total Secondary and Primary Stages ..	846	660	186	...	852	822	30	.	1,698	1,482	216	

Ch. VII. A, 183.

"Europeans" and Eurasians.

CHAPTER VII.

EDUCATION OF SPECIAL CLASSES.

	Para.
SECTION A.—EUROPEANS AND EURASIANS.	
Schools and scholars	183—185
Expenditure	186—189
Fees	190
Scholarships	191
Results of examinations	192—195
Boarding and Sanitary arrangements	196
Discipline and conduct of students	197
General progress	198
Special mention of the Sanáwar Asylum	199—203
Special mention of the Murree Asylum	204
SECTION B.—MUHAMMADANS.	
State of education among Hindús, Sikhs and Muhammadans compared	205
Muhammadans	206
Hindú, Sikh and Muhammadan girls	207
Jubilee scholarships for Muhammadans and relief in the payment of fees	208
Future comparison of statistics .	209
SECTION C.—NATIVE CHIEFS.	
The Aitchison College	210—213
SECTION D.—LOW CASTES.	
Low caste schools and extracts from reports of Inspectors	214

SECTION A.—EUROPEANS AND EURASIANS.

Schools and scholars.

183. The statement on the preceding page shows the number and distribution of European schools and the scholars attending them during the last two years.

Classification of European schools.

184. Schools, which do not teach beyond the fourth standard laid down for European schools in the Bengal Presidency, are classed as Primary schools, and those which teach above that standard as Secondary schools. The standard in question is much below that at which the Primary course for Native schools ends. The course for European Primary schools as determined by the first four standards is not so arranged as to be in any sense complete in itself, and is not sufficient for any European child. A boy or girl who leaves school after completing this course may go forth into the world without having even heard the name of France or America, and with no knowledge of the existence of the British Colonies. It is to be desired, therefore, that all European schools should teach above this standard, in which case they must be classed as Secondary schools, though the education imparted may be of a character that would entitle them to rank only as Primary or Elementary schools in any other country. This explanation seems necessary, as it might otherwise be supposed that there was a tendency in schools for the poorer classes to over-educate the children.

Increase in the number of schools and scholars.

185. It will be seen, that there has been an increase of one Aided School; and that all Aided schools for boys and all except two of the Aided schools for girls are now shown as Secondary schools. The three Unaided schools now brought into the returns have been visited by the Inspector and will receive a grant during the current year. There has been a satisfactory increase in the number of children in the various stages of instruction. On the whole the number of boys has increased by 28 per cent. and the number of girls by 4 per cent.

Expenditure.

186. The statement on the next page shows the expenditure on tuition in schools for Europeans and Eurasians during the last two years:—

SCHOOLS FOR EUROPEANS AND EURASIANS.

STATEMENT OF EXPENDITURE.

		Boys' Schools.				Girls' Schools.				Total.			
		1887-88.	1886-87.	Increase.	Decrease.	1887-88.	1886-87.	Increase.	Decrease.	1887-88.	1886-87.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SANAWAR ASYLUM	Imperial revenues	14,585	13,783	802	...	5,219	5,310	...	91	19,804	19,093	711	...
	Fees	...	4,678	...	4,678	...	3,118	...	3,118	...	7,796	...	7,796
	Total ...	14,585	18,461	...	3,876	5,219	8,428	...	3,209	19,804	26,889	...	7,085
MUREE ASYLUM	Provincial revenues	9,447	10,542	...	1,095	6,824	8,038	...	1,214	16,271	18,580	...	2,309
	Other sources ...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	9,447	10,542	...	1,095	6,824	8,038	...	1,214	16,271	18,580	...	2,309
AIDED SCHOOLS	Provincial Revenues	18,745	17,080	1,665	...	24,941	26,229	...	1,288	43,686	43,309	377	...
	Fees	23,224	18,000	5,224	...	19,686	24,690	...	5,004	42,910	42,690	220	...
	Other sources ...	7,864	4,171	3,693	...	6,988	23,953	...	16,965	14,852	28,124	...	13,272
	Total ...	49,833	39,25	10,582	...	51,615	74,872	...	23,257	1,01,448	1,14,123	...	12,675
UNAIDED SCHOOLS	Fees	512	...	512	...	110	...	110	...	622	...	622	...
	Other sources ...	466	...	466	...	90	...	90	...	556	...	556	...
	Total ...	978	...	978	...	200	...	200	...	1,178	...	1,178	...
GRAND TOTAL*	Imperial revenues	14,585	13,783	802	...	5,219	5,310	...	91	19,804	19,093	711	...
	Provincial revenues	28,192	27,622	570	...	31,765	34,267	...	2,502	59,957	61,889	...	1,932
	Fees	23,736	22,678	1,058	...	19,796	27,808	...	8,012	43,532	50,486	...	6,954
	Other sources ...	8,330	4,171	4,159	...	7,078	23,953	...	16,875	15,408	28,124	...	12,716
	Total ...	74,843	68,254	6,589	...	63,858	91,338	...	27,480	1,38,701	1,59,592	...	20,991

Expenditure on the Sanáwar Asylum

187. In the Lawrence Military Asylum at Sanáwar there has been a large apparent decrease under the head of fees. The entire expenditure on tuition and on boarding expenses is met from Imperial revenues and a portion of this is recovered from the fees paid by some of the scholars. Last year, the Principal shewed the whole amount of fees as expended on tuition in addition to the actual cost of tuition disbursed from Imperial revenues. This year, at the request of the Inspector, he has shown the entire amount as expended on boarding charges. The reduction shown is therefore merely nominal, and there has, in point of fact, been a substantial increase in the total amount collected. Properly a portion of the fees should be shown as spent on tuition and the balance on other charges, and the Principal will be requested to do this in future.*

* When a consolidated fee is paid by boarders where day scholars also attend, the fee for tuition of the former is reckoned at the same rate as that paid by the latter. In the Lawrence Asylum the simplest plan will be to divide the fees in proportion to the total expenditure on account of tuition and boarding charges, respectively.

Cl. VII A, 188.

Europeans and Eurasians

188. In the Murree Asylum there has been some decrease in the expenditure from Provincial revenues; but the cause has not been explained.

Expenditure on the Murree Asylum.

Expenditure on Aided Schools.

189. In Aided schools for boys there is a considerable increase in the expenditure from school fees and from other sources. In Girls' schools, on the other hand, there is a very large decrease under both these heads, which is, however, purely nominal. This decrease is due in the first case to the fact that Managers, in many instances, did not formerly observe the rule laid down as to the portion of the fees paid by boarders that is to be reckoned as tuition fees; and that this has now been put right by the Inspector; whilst the decrease under the head of other sources is caused by the exclusion from this year's returns of mere paper expenditure, such as the estimated value of the gratuitous services of ladies of religious orders, which had been shown by Managers as actual expenditure on previous occasions. There has been therefore no real changes of any importance.

Fees.

190. It will be seen from what has been said above, that whilst there has been a most satisfactory increase in the tuition fees paid in Aided schools, for boys, the decrease in the case of Aided Girls' schools, and the Lawrence Asylum is due simply to the fact that a portion of what was returned as tuition fees in the previous year has been treated as boarding fees on the present occasion.

Scholarships.

191. Scholarships in European schools are awarded on the results of written examinations corresponding with the fourth and the seventh standards, and are tenable in Middle and High schools, respectively. Ten Middle school scholarships and six High school scholarships are open to competition annually. The examinations were held for the first time during the year under report, and out of 12 boys and two girls presented for the Middle Standard examination, three and one, respectively, were successful. For the Primary standard examination 5 boys and 5 girls were presented, and they all passed.

Results of examinations.

192. The table on the next page shows the results of the Entrance examination, of the seventh, fourth and second standard examinations, at which scholars, who have completed the Middle, the Upper Primary and the Lower Primary course, present themselves at the time of the Inspector's annual visit, and of the Middle and Primary standard examinations which are written examinations, open to students of the whole Province, who have passed the seventh and the fourth standard examination in certain subjects. On the results of the Middle and the Primary standard examinations, scholarships are awarded in order of merit; and those who pass the former examination, but fail to gain scholarships receive certificates.

Entrance examination.

193. The results of the Entrance examination (Calcutta University) are identical with those of the previous year. The Bishop Cotton School, however, which supplied in the previous year one successful candidate has, on the present occasion, supplied five; whilst the Lahore High School, which last year sent up four successful candidates, supplied one only at the recent examination.

The standard examinations.

194. The results of the seventh, fourth, and second standard examinations are on the whole satisfactory. In the seventh standard examination, there has been an improvement, both as regards the actual number of passes and the percentage of successful candidates, though an undue proportion of failures is reported in Bishop Cotton School and the High School at Lahore. In

EUROPEANS AND EURASIANS.

Results of Examinations.

			Number of candidates.				Number of passes.				Percentage of passes on number of candidates.			
			1887-88.	1886-87.	Increase.	Decrease.	1887-88.	1886-87.	Increase.	Decrease.	1887-88.	1886 87.	Increase.	Decrease.
Entrance Examination ...	Boys ...		15	12	3	...	6	5	1	...	40 0	41·7	...	1 7
	Girls ..		...	..	..	...	...	...	...	...	...	...	...	...
Standard VII.	Boys	Sanáwar Asylum ...	9	17	...	8	9	12	...	3	100·	70·5	29·5	...
		Murree Asylum .	10	12	...	2	9	10	.	1	90·	88·3	6·7	..
		Aided Schools ...	34	11	23	...	19	10	9	...	55·8	90·9	...	35·1
		Total ...	53	40	13	...	37	32	5	...	69·8	80·	...	10·2
	Girls	Sanáwar Asylum...	8	...	8	...	7	..	7	..	87·5	...	87·5	...
		Murree Asylum ...	...	7	...	7	...	5	..	5	.	71·4	..	71·4
		Aided Schools ...	12	7	5	...	12	6	6	...	100	85·7	14·3	..
		Total ...	20	14	6	...	19	11	8	..	95·	78·5	16·5	...
Standard IV.	Boys	Sanáwar Asylum ..	25	27	...	2	22	20	2	...	88·8	74·	14·8	...
		Murree Asylum ...	17	16	1	...	14	15	...	1	82·3	93·7	...	11·4
		Aided Schools ..	75	61	14	...	36	47	..	11	48·	77·	...	29
		Total ...	117	104	13	...	72	82	..	10	61·5	78·8	...	17·3
	Girls	Sanáwar Asylum ..	11	18	...	7	7	12	...	5	63·6	66 6	...	3·
		Murree Asylum ..	11	10	1	...	7	10	...	3	63·6	100·	...	36·
		Aided Schools ...	71	86	...	15	42	55	...	13	59·1	63·9	...	4·8
		Total ...	93	114	...	21	56	77	...	21	60·2	67·5	...	7·3
Standard II.	Boys	Sanáwar Asylum...	42	64	...	22	28	30	...	2	66 6	46·8	19·8	...
		Murree Asylum ...	14	13	1	...	9	4	5	...	64·2	30·7	33·5	..
		Aided Schools .	58	48	10	...	38	33	5	...	65·5	68·7	...	3·2
		Total ...	114	125	...	11	75	67	8	.	65·7	53·6	12·1	...
	Girls	Sanáwar Asylum...	23	16	7	...	18	12	6	...	78·2	75·	78·2	...
		Murree Asylum ...	12	15	...	3	10	4	6	...	83·3	26·6	83·3	...
		Aided Schools ...	71	73	1	..	63	47	16	...	85·1	64 3	85·1	...
		Total ...	109	104	5	...	91	63	28	..	83·4	60·5	22·9	...
Scholarship Examinations — Middle Standard Examination.	Boys	Sanáwar Asylum.	.	.	...	...	...	...	...	...	...	...	...	...
		Murree Asylum ...	3	.	3	...	2	...	2	...	66·6		66·6	...
		Aided Schools ..	9	..	9	...	1	...	1	..	11·	..	11·	...
		Total ..	12	...	12	..	3	...	3	...	25·	...	25·	..
	Girls	Sanáwar Asylum...	...	...	..	..	...	...	...	...	...	...	...	...
		Murree Asylum ...	...	...	...	...	...	...	...	...	...	...	...	..
		Aided Schools ...	2	...	2	...	1	...	1	.	50·	...	50·	...
		Total ...	2	...	2	...	1	.	1	...	50·	...	50·	...
Scholarship Examinations — Primary Standard Examination.	Boys	Sanáwar Asylum	...	...	...	...	...	...	...	...	...	...	...	...
		Murree Asylum ...	...	...	...	..	...	...	...	.	..	..	...	...
		Aided Schools ...	5	..	5	...	5	.	5	...	100·	..	100·	...
		Total ...	5	...	5	...	5	...	5		100·	..	100·	...
	Girls	Sanáwar Asylum .	.	...	...	...	...	...	...	.	..	...	...	...
		Murree Asylum ..	5	...	5		5	...	5	..	100·	...	100·	.
		Aided Schools ..	..	...	...	...	...	..	...	..	..	...	...	
		Total ...	5	...	5	..	5	.	5	...	100·	..	100·	...

Ch. VII. A. 194. Europeans and Eurasians.

the fourth standard the results are less favourable than in the previous year; but the Inspector believes that he was somewhat stricter than his predecessor. In the second standard there has been a decided improvement.

Scholarship examinations.

195. The Middle and Primary examinations were held, as already stated, for the first time in November last, the time for preparation was short, and the number of candidates was consequently small. The candidates from Aided schools for the Middle standard examination fared very badly; otherwise the results are satisfactory.

Boarding and sanitary arrangements.

196. The arrangements for boarders are reported to be generally very good. The two Asylums, the three Convents at Simla, Lahore and Murree, and most of the other Aided schools have excellent dormitories. The schools are all well provided with latrines and the drains are in good order. The food appeared good and plentiful, wherever it was seen by the Inspector. It is stated, however, that in two of the schools sufficient attention was not paid to cleanliness and to tidiness.

Discipline and conduct of students.

197. There is said to have been some laxity of discipline in Bishop Cotton School; otherwise the general conduct of the students is reported to have been very satisfactory.

General progress.

198. The following remarks regarding the general progress of Aided schools are taken from the Inspector's report :—

"This has been on the whole satisfactory, though here and there a class has broken down badly. *English* is well taught as a rule; spelling and writing is very fair, but pronunciation is often very poor, and is absolutely bad in the Convents at Murree and Simla. This arises, I think, from the fact that most of the sisters are foreigners, and as such do not notice the dreadful twang children in India get, which is so very disagreeable to the ear and so hard to eradicate.

"Much more attention should be paid to *Urdú* in Boys' schools, and more efficient teachers employed At present the majority of the boys know nothing of the language, and cannot translate the simplest sentence. History, well taught, as a rule.

"*Geography.*—There is here room for improvement, particularly in Physical Geography which is often neglected. Sufficient explanation is not given in the Lower standards as to the uses and meanings of a map.

"*Science.*—Very rarely attempted and no apparatus.

"*Drawing.*—An optional subject often far above Code requirements.

"*Singing.*—Very good in some schools and fair in all.

"*French* and *German.*—Only taken up here and there, and the knowledge fair but elementary.

"*Latin.*—Fair in some schools, miserable in others and good in none.

"*Arithmetic.*—Well taught, except in some Girls' schools and by one or two incompetent masters.

"*Algebra* and *Euclid.*—Fairly taught but very elementary.

"*Needlework.*—Nearly always good.

"Drill and calisthenics nearly always very good.

"The Mayo School, Simla, is not ambitious in its aims, merely striving to give the girls a good plain education and make them useful members of the Society in which their lot is cast, yet I consider it one of the best schools in the Province, though many of course teach more subjects and to higher standards. The St. Deny's School, Murree, is also a most excellent institution, and better tone and behaviour we cannot wish for than we find there, while the instruction is intelligent, sound and thorough. The Christ Church schools at Simla are also doing good work, and there is some sound work being done by Miss Slaughter and her staff at Auckland House."

Special mention of the Lawrence Military Asylum at Sanáwar.

199. The average number of children on the rolls of the Lawrence Military Asylum during the year was 454. This shows and increase of 29 over the average strength for 1886-87, and is said

to be the largest number ever present throughout the year. The results of the Inspector's examination were generally satisfactory, and he spoke in the highest terms of the domestic arrangements. Ch. VII. A, 199. Europeans and Eurasians.

200. Technical instruction receives due attention; boys who have been trained in the Asylum band are in great request in European regiments, and the telegraph class has proved highly successful. Sewing and stocking machines are used with great success by the girls, who perform a large amount of work, assist in the management of the younger children and receive a general training in domestic duties, which carries a large demand for their services in private households. Technical instruction.

201. The Principal states that he sometimes finds a difficulty in obtaining suitable employment for boys who do not enlist. If he could succeed in organising an efficient class of pupil teachers, many of them would doubtless meet with useful work hereafter as school masters; as it is often impossible at present to secure the services of competent persons to fill the vacancies that occur amongst Masters and Mistresses of Aided schools. Pupil teachers.

202. The health of the children was very good on the whole, but there were many cases of mumps and of sore eyes. Health.

203. During the cold season the inmates of the Asylum were transferred for a change to Sabathu; but the Principal found that this interferred with the drill and with the general routine; and he seems to think that it would not be desirable to repeat the experiment. The move to Sabathu.

204. The Murree Asylum contained at the close of the year 170 children, showing a slight increase since 1886-87. Special mention of the Lawrence Memorial Asylum, Murree.

The Inspector gives a very satisfactory report of the Girls' School praising especially a class that had advanced beyond the seventh standard. The boys acquitted themselves well in most subjects: but there were defects through the fault of an Assistant Master, who has since, it is understood, been removed from the Institution. Singing and needlework are highly praised, the discipline and tone of the school leave nothing to be desired, and the general arrangements are good, though the Inspector is inclined to think that a little more liberality might be shown in providing for the comfort of the scholars.

SECTION B.—MUHAMMADANS.

205. The statement on the next page shows the number of Hindús, Sikhs and Muhammadans, attending the various educational institutions of the Province during the last two years:— State of Education among Hindus, Sikhs and Muhammadans compared.

Ch. VII. B, 205.

Europeans and Eurasians.

TABLE SHOWING THE NUMBER OF HINDUS, SIKHS AND MUHAMMADANS IN ATTENDANCE AT THE VARIOUS EDUCATIONAL INSTITUTIONS.

	Hindus.				Sikhs.				Muhammadans.			
	1887-88.	1886-87.	Increase.	Decrease.	1887-88.	1886-87.	Increase.	Decrease.	1887-88.	1886-87.	Increase.	Decrease.
MALES.												
Arts Colleges, English ...	207	231	...	24	23	26	...	3	66	55	11	...
Oriental College	54	52	2	...	12	3	9	...	69	67	2	...
Medical College	35	44	...	9	2	...	2	...	11	9	2	...
In Secondary schools. Anglo-Vernacular.	16,074	14,970	1,104	...	2,013	1,908	105	...	8,830	8,021	809	...
In Secondary schools. Vernacular ...	9,960	10,456	...	496	1,581	1,588	...	7	5,999	5,991	8	...
Total ...	26,034	25,426	608	...	3,594	3,496	98	...	14,829	14,012	817	...
In Primary schools	36,963	38,192	...	1,229	7,631	8,143	...	512	31,697	31,478	219	...
In Training schools	164	170	...	6	21	26	...	5	129	158	...	29
In School of Art	13	18	...	5	27	20	7	...	39	42	...	3
In Law School	47	46	1	...	6	6	...	1	14	19	...	5
In Medical School	60	65	...	5	16	13	3	...	54	59	...	5
In Industrial schools ...	62	58	4	...	32	46	...	14	72	97	...	25
In other special schools ...	5	9	...	4	7	12	...	5	43	55	...	12
Total at Public Schools ...	63,644	64,311	...	667	11,370	11,791	...	421	47,023	46,051	972	...
Scholars at private schools ...	25,529	26,442	...	913	7,248	6,480	768	...	1,01,009	98,409	2,600	...
Total scholars at schools of all kinds.	89,173	90,753	...	1,580	18,618	18,271	347	...	1,48,032	144,460	3,572	...
Percentage on boys of between 5 and 15 years of age of :—												
Scholars in Secondary Anglo-Vernacular schools.	1·6	1·5	·1	...	1·3	1·2	·1	...	·5	·5	...	...
Scholars attending Public schools.	6·4	6·5	...	·1	7·4	7·7	...	·3	3·0	3·0	...	...
Do. schools of all kinds ...	9·0	9·2	...	·2	12·2	11·9	·3	...	9·7	9·4	·3	...
FEMALES.												
In Secondary schools. Anglo-Vernacular.	...	...	...	...	...	...	...	...	...	1	...	1
In Secondary schools. Vernacular ...	102	56	46	...	49	13	36	...	42	35	7	...
Total ...	102	56	46	...	49	13	36	...	42	36	6	...
In Primary schools	4,184	3,715	469	...	1,173	1,738	...	565	3,881	4,100	...	219
In Training schools	13	12	1	...	13	12	1	...	14	13	1	...
In Industrial schools ...	...	...	...	...	...	...	...	...	13	15	...	2
Total at Public schools ...	4,299	3,783	516	...	1,235	1,763	...	528	3,950	4,164	...	214
Scholars at private schools ..	604	600	4	...	203	351	...	148	15,787	12,261	3,526	...
Total scholars at schools of all kinds.	4,903	4,383	520	...	1,438	2,114	...	676	19,737	16,425	3,312	...
Percentage on girls of between 5 and 15 years of age of :—												
Scholars attending Public schools.	·5	·5	...	...	1·2	1·6	...	·4	·3	·3	...	...
Do. Schools of all kinds...	·6	·6	...	...	1·3	2·0	...	·7	1·6	1·3	·3	...

Note.—Girls reading in Boys' schools and boys reading in Girls' schools are shown against the institutions in which they are reading. Their detail by religion is not separately known.

Ch. VII. B, 206 Muhammadans.

206. It will be observed that the number of Muhammadans attending institutions of all kinds, except schools for special and technical instruction, has increased, though the increase is not large in any but private schools. In colleges and in schools for secondary education, more especially in Anglo-Vernacular schools, the proportion of Muhammadans is very small as compared with that of Hindús and of Sikhs; and in public institutions of all kinds the percentage of Muhammadan scholars, on the number of Muhammadan boys of school-going age is less than half the percentage shown in the case of Hindús, and still smaller as compared with the percentage of Sikhs. In private schools Muhammadans predominate; and hence it comes that, taking public and private institutions of all kinds, we find Muhammadans as well represented as Hindús, though the first place is held by Sikhs. This would be so far satisfactory, if it were not for the fact that the great majority of Muhammadans in private schools are simply taught certain portions of the Qurán by rote, and learn neither to read nor to write, except in cases when they subsequently join a public school.

Muhammadans.

Hindú, Sikh and Muhammadan girls.

207. The small numbers attending Secondary schools for girls show a comparatively large increase, of Hindús and Sikhs, and a smaller increase of Muhammadans. In Primary schools, the Hindús have increased, whilst there is a falling amongst Sikhs and Muhammadans. The most noteworthy change, if the figures can be relied on, is the large increase of Muhammadan girls in private schools. These, like Muhammadan boys in Primary schools, for the most part, are taught simply portions of the Qurán by rote.

Jubilee Scholarships for Muhammadans and relief in the payment of fees.

208. The Jubilee scholarships recently awarded have no doubt helped to improve the attendance of Muhammadans at colleges and Anglo-Vernacular schools. Without such encouragement the enhanced rates of fees would probably have caused a serious diminution of numbers. It has now been determined to reserve for Muhammadans one-half the free studentships, that may be given in Secondary schools, and one-half the studentships at half rates available in these schools and in colleges, the other half being reserved for Hindús and Sikhs. This will no doubt tend to the advantage of Muhammadans, in cases where their numbers are unduly small through inability to pay the prescribed fees.

Future comparison of statistics

209. In future the comparative table given with this Chapter will show the number of Hindús, Sikhs and Muhammadans in Secondary and Primary stages of instruction, instead of the number attending Secondary and Primary schools. This will be more instructive for purposes of comparison, but on the present occasion the necessary figures were not available.

SECTION C.—NATIVE CHIEFS.

The Aitchison College.

210. The number of students attending the Aitchison College has risen during the year from 21 to 41, and there will be a further increase as soon as arrangements can be conveniently made for receiving a large number of boys. The new buildings will, it is hoped, reach completion before the beginning of next cold season, and be ready for occupation at the close of the annual vacation.

Stages of instruction.

211. Of the students in attendance at the end of the year 3 were in the High, 10 in the Middle, 14 in the Upper Primary and 14 in the Lower Primary stage, two students have now begun to read the Intermediate course of the Punjab University; receiv-

Ch. VII. C. 211. Native Chiefs.

ing their instruction partly in the Aitchison College and attending the Lahore Government College for instruction in certain subjects.

Results of examinations.

212. Two students presented themselves for the Entrance Examination, of these one was successful; and the other who is a promising youth, would have been almost certain to pass, if he had not been so unwell at the time, that he was really quite unfit to appear at an examination. One boy passed the Middle School, 3 the Upper Primary, and 8 the Lower Primary examination.

General condition.

213. The Inspector's report on the condition of the College is favourable; all the classes with one exception, had made satisfactory progress, and good discipline was maintained. There was a want of apparatus, globes and diagrams; but these will no doubt be supplied when the new building is occupied.

SECTION D.—LOW CASTES.

Low caste schools.

214. Schools for low caste boys are maintained by Mission Societies in the city of Delhi, and in the Gurdáspur, Gujránwála and Siálkot districts. There are also Board schools for Mínás in the Gurgaon district and for Sánsís in Siálkot.

The following extracts are from the Inspectors' reports:—

"*Delhi Circle.*—In connection with the Baptist Mission there are 19 schools for low caste boys instead of 18 last year; 3 having been closed and 4 new schools opened during the year. The number of scholars has risen from 393 to 467, the average daily attendance being 315. The attendance is very irregular owing to the causes referred to in Lálá Piyáre Lál's report last year, but also owing in part to the unusual severity of the last unhealthy season, on account of which the schools had to be closed for two months. The numbers include 76 Christians and 372 belonging to low castes, such as Chamárs, Kolís, Khatíks, Rangars, and Mehtars.

" 8	passed out of	11	by standard	IV	for Indigenous	schools.
13	" "	22	"	III	for "	
23	" "	44	"	II	for "	
44	" "	74	"	I	for "	

"Of those who failed several passed in two or more subjects, showing that their schooling had not been altogether in vain. The expenditure on these schools amounted to Rs. 2,765, of which Rs. 600 were contributed from Provincial revenues, and Rs. 600 by the Delhi Municipality.

"Twenty-five Mínás read in the Shahjahánpur School in the Rewári tahsíl, of the Gurgaon district. They all get stipends.

"In connection with the S. P. G. and Cambridge Mission, there are 13 schools for low caste boys and adults, attended by 198 boys and 54 adults. The expenditure on these schools amounts to about Rs. 250 per mensem, entirely from Mission funds. The standard reached is that of Class IV of Primary schools."

"*Lahore Circle.*—Gurdáspur is the only district in this Circle in which there are special schools for children of low castes. During the year under review there were 19 such schools for boys with 145 scholars, and three schools for girls with 55 scholars, of whom seven are boys. The 3 girls' schools and 11 of the Boys' schools are maintained by the United Presbyterian Church Mission, and the remaining 8 by the Church of England Mission Society.

"The boys consist of 125 Christian sweepers, 18 sweepers, one Chamár and one Sánsí; and the girls and the 15 boys reading in girls' schools, of 32 Christian sweepers and 23 sweepers.

"The subjects taught are Urdú reading and writing and Arithmetic, in almost every school, Geography and Church catechism in many, and Persian reading in a few. In the three girls' schools no Arithmetic is taught, and in two of them Gurmukhí takes the place of Urdú."

Ch. VII. D. 214. Low Castes.

Ráwalpindí Circle.—The low caste schools in this Circle centre in the Gujránwála and Siálkot districts. In the former 23 schools are maintained by the American Mission. The numbers in these at the close of the year were 448, of whom 16 were in the Upper Primary and 432 in the Lower Primary stage. English seems to be taught in some of these schools, as 11 boys are shown as learning that language in the returns. The total expenditure on these schools amounted to Rs. 1,531 of which Rs. 118 were realized in fees, the rest being provided from subscriptions and endowments. Not one of these schools is in receipt of a grant-in-aid, and they have never been inspected as far as I am aware. The classification of the boys according to creeds is given as follows :—

Native Christians ...	122
Hindús	61
Sikhs	21
Mohammadans	20
Others	154

"The students are chiefly sweepers; whether all belong to that caste I am unable to tell.

"In the Siálkot district there are 52 schools for low castes maintained by Missionary bodies, while 4 schools, especially for Sánsís, were, until lately, maintained by the District Board. They have now been thrown open to other castes.

"The 52 Mission low caste schools are described by the District Inspector as institutions not preparing boys for the Public examinations. Of these some* are under the management of Mr. McKee of Gujránwála and some under that of the Scotch Mission in Siálkot, while the rest appear to belong to the Church Missionary Society of England whose headquarters are at Nárowál in the Siálkot district. A reference has been made to the Deputy Commissioner of Siálkot to ascertain the exact number of schools under each management, and the locality of each school.

"There were at the close of the year in the 52 Mission low caste schools in the Siálkot district 904 pupils, of whom 54 were girls. Of the total 305 were Native Christians, 116 Hindús, 34 Sikhs, 380 Muhammadans and 69 others. Again 76 were learning Persian, 850 Urdú, and 96 Gurmukhí. No English seems to be taught in any of these schools.

"The Sánsi schools were formerly six in number; but two were closed during the year, with the sanction of the Department. They are mixed schools attended by both boys and girls. Two of them, *viz.*, the one at Kot Nangal, and the other at Kot Mandiánwála, did well at the late annual inspection, the latter passing 6 out of 7 candidates by the Upper Primary standard, a very satisfactory result. Two Sánsí girls of Kot Mandiánwála school passed the Lower Primary examination. But speaking generally these schools are not doing well. The Deputy Commissioner of Siálkot says, "Though boys of other castes have been allowed to attend these schools, yet except Mandiánwála, they are not in a satisfactory state, and instructionally they are making little or no progress. The attendance is not good and the jamadárs of the Kots do not take any interest in the education of Sánsí children."

"There is no special provision for the education of low castes in other districts. But I am informed by the Deputy Commissioner of Pesháwar, that the sons of weavers, shoemakers, sweepers and other low castes receive education in the ordinary Board and Indigenous schools in that district.

To this it should be added that it appears from the report of the Deputy Commissioner of Ráwalpindí just received, that there is an Indigenous low caste school for Mazhabí Sikhs at Pakka Sarái in the Gujar Khán tahsíl in the Ráwalpindí district. It has an attendance of about 30 lads, half of whom are Muhammadans. The existence of an Indigenous school of this kind is, it seems to me, an interesting fact."

* They are 11 in number.

CHAPTER VIII.

PRIVATE SCHOOLS.

	Para.		Para.
Private schools and scholars	215	Schools and scholars examined for grants	218
Increase in the number of scholars	216		
Grants to Indigenous schools	217		

Private schools and scholars.

215. The following statement shows the number of private institutions, (*i.e.*, of schools which do not prepare scholars for the regular public examinations), and the number of scholars attending them during the last two years:—

PRIVATE INSTITUTIONS.

	Number of Schools.				Number of Scholars.			
	1887-88.	1886-87.	Increase.	Decrease.	1887-88.	1886-87.	Increase.	Decrease.
Arabic and Persian schools	2,164	2,113	51	...	15,230	15,351	...	121
Sanskrit schools	252	265	...	13	2,883	2,855	28	...
Mahájani schools	537	640	...	103	9,883	10,058	...	175
Indigenous Vernacular schools { For Boys ...	2,097	2,027	70	...	24,064	21,549	2,515	...
Indigenous Vernacular schools { For Girls ...	77	108	...	31	875	973	...	98
Schools teaching religious books by rote. { For Boys ...	9,401	9,776	...	375	81,908	80,652	1,256	...
Schools teaching religious books by rote. { For Girls ...	1,600	1,498	102	...	15,735	12,167	3,568	...
Other schools ... ... { For Boys ...	(a) 62	(a) 95	...	33	1,046	1,437	...	391
Other schools ... ... { For Girls ...	(b) 1	(b) 5	...	4	26	103	...	77
Total	16,191	16,527	...	336	151,650	145,145	6,505	...

(a) Includes 9 schools for Europeans and Eurasians containing 120 scholars.
(a) do. 7 do. do. do. 93 do.
(b) School for Europeans and Eurasians.
(b) Includes one school for Europeans and Eurasians containing 29 pupils.

Ch. VIII. 216.
Private Schools
Increase in the number of scholars

216. The most curious feature in this statement is a considerable decrease in the number of schools accompanied by a large increase of scholars. It is impossible, however, to place absolute reliance on the accuracy of these figures. It is remarkable that out of somewhat less than 152,000 scholars about 84,000 belong to the Ráwalpindí Circle, where an increase of more than 8,000 scholars is shown. The increase in the number of girls in rote schools is probably to be accounted for, partly by the inclusion of schools that were not previously known, and more especially of girls taught in the private houses of Mullás who give instruction to boys in the Masjid.

Grants to indigenous schools.

217. Grants are allowed under special rules to Indigenous and other Elementary schools, which are unable to comply with the conditions required in the case of public schools. They can earn, like public schools, attendance, instruction and staff grants; the instruction grants being awarded on the results of examination conducted in accordance with standards fixed by the Department for the purpose.

This system has been recently introduced and must take time to develope; but it seems to be the general opinion of inspecting officers, that it is likely to extend rapidly in the course of a few years. The great mass of existing schools is beyond an influence. A teacher who knows the Qurán by heart, but is unable to read or write and may be blind, cannot be expected to prepare boys for examination. There are, however, many schools which may be influenced. Indigenous teachers now frequently send their boys to Board schools, and such boys will be able hereafter to assist their fathers. It is found also that young men are showing an inclination to open schools in the hope of obtaining grants.

Schools and scholars examined for grants.

218. It will be seen from the following table that the total number of boys of Indigenous schools successful in examination is nearly double that of the previous year, whilst the amount of grants earned has nearly quadrupled. Maulaví Yúsaf 'Alí Khán, who is in charge of the Deraját Circle, found a great improvement in the Indigenous schools which he examined, and Khalífa Imád-ud-dín, District Inspector of Muzaffargarh, is specially commended for what has been accomplished in that district.

INDIGENOUS AND OTHER ELEMENTARY SCHOOLS EXAMINED FOR GRANTS.

	1887-88.	1886-87.	Increase.	Decrease.
Number of schools	137	54	83	...
„ scholars	3,795	1,581	2,214	..
„ passes by different standards	1,157	668	489	..
Amount of grants earned	5,100	1,309	3,791	..

CHAPTER IX.

PREPARATION AND DISTRIBUTION OF TEXT BOOKS.

	Para.		Para.
Report of the Superintendent, Educational Press. The year's transactions	219	Report on the operations of the Text Book Committee...	221
Transactions of the old Government Book Depôt	220	New constitution of the Text Book Committee	222

Report of the Superintendent Educational Press. The year's transactions.

219. The report of the Superintendent of the Educational Press is given as Appendix J.

It will be seen that the money due by Messrs. Gilon & Co., on account of commission sales has been recovered and that Munshí Guláb Singh has paid for the stock of books, presses, and other material which he purchased. The total receipts credited to Government during the year amounted to Rs. 57,318-1-10 The remnant of the old Book Depôt still unsold at the close of the previous year, is now being disposed of, and is expected to realise Rs. 10,000.

Transactions of the old Government Book Depôt.

220. In the Superintendent's report a short account is given of the transactions of the depôt during the period of its existence. At first the cost of distributing books was borne by Government, but in April 1870, it was determined to make the Book Depôt self-supporting. This measure was carried out successfully; and from that date till the time of its abolition the Book Depôt yielded an average net profit of a little over Rs. 3,000 after allowing for house rent and the interest on capital invested.

Report on the operations of the Text Book Committee.

221. The report of the Secretary of the Text Book Committee is given as Appendix K. Mr. Bell has kindly continued to act as Secretary though he has had a very large amount of work to perform as Registrar of the University in addition to his duties as a College Professor; and his health also for a considerable portion of the year was very indifferent.

New constitution of the Text Book Committee.

222. The most important work of the year has been the elaboration of a new constitution which will, it is hoped, if sanctioned by Government* tend very largely to the supply of text books of a superior character for our schools, and to the improvement of the vernacular literature of the Province.

* The new constitution of the Text-Book Committee has since been sanctioned by Government.

W. R. M. HOLROYD,
Director of Public Instruction, Punjab.

APPENDIX A.

REPORT ON THE GOVERNMENT COLLEGE, LAHORE, FOR THE YEAR 1887-88.

Appendix A.

Government College, Lahore.

I HAVE the honor to submit the Annual Report of the Lahore Government College for the year 1887-88.

Staff.

1. The staff of the Government College on 31st March 1888, was as follows :—

T. C. Lewis, Esqr., M.A., Principal and Professor of Mathematics ; E. S. Robertson, Esqr., M.A., Vice-Principal and Professor of English Language and Literature ; W. Bell, Esqr., M.A., Professor of Philosophy ; Bábú Sáshi Bhushan Mukarji, M.A., B.L., Assistant Professor ; Mr. Golak Náth Chatterji, B.A., Assistant Professor ; Pundit Gúrú Dat, M.A., Offg. Professor of Science ; Lálá Ruchí Rám, M.A., Assistant Professor of Science ; Munshí Nazar Muhammad, Assistant Professor.

2. Mr. J. C. Oman, Professor of Natural Science, obtaining two years' furlough to Europe, availed himself of it from the afternoon of the 11th April 1887. Pundit Gúrú Dat, M.A., who had already acted for about two years as Assistant Professor of Science, in the Lahore Government College, was appointed to officiate as Professor of Science in place of Mr. Oman ; Lálá Ruchí Rám who had previously been appointed permanent Assistant Professor of Science, but who had been unable to take up the appointment until relieved of his duties in the Meteorological Department at Simla, joined the College on the forenoon of the 31st March 1887.

Mr. Bell who was appointed last September as Professor of Philosophy in the Lahore Government College, took charge of his duties on the forenoon of 17th September 1887, when Lálá Ságar Chand, Officiating Assistant Professor in the College, to whom the teaching of this subject had been entrusted, was relieved of his duties in the College.

Mr. M. J Odgers, who had been in the College as Assistant Professor of English, was appointed to be Head Master of the Local Board School, Gurdáspur, in October 1887, and was relieved of his duties in the College from the forenoon of the 31st of that month.

During the year under report, Bábú Sáshi Bhushan Mukerji, Assistant Professor, obtained privilege leave for two months and a half, availing himself of it from the forenoon of the 3rd January 1888. He returned, however, to his duties on the forenoon of the 20th February 1888, and had the unexpired portion of his leave cancelled.

Munshí Inám Ali, B.A., Assistant Professor of the College, was appointed as probationer under the Native Civil Service Rules, and left the College on the afternoon of the 2nd February 1888. Munshí Amír Ali, B.A., was appointed to officiate as Assistant Professor in the College, and assumed charge of his duties on the forenoon of the 6th February 1888.

Mr. T. C. Lewis, Principal, left the Lahore Government College on the afternoon of the 29th March 1888, to officiate as Inspector of Schools in the Delhi Circle. On the same date I assumed the Officiating Principalship of the College.

Number and distribution of scholars.

3. The following statement gives the number and distribution of students in the College on the 31st March 1888, and compares this year's figures with those of the corresponding period in 1886-1887.

Appendix A. Government College, Lahore.

NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

	1887-88.	1886-87.	Increase.	Decrease.
Intermediate Class { First year	45	69	...	24
Intermediate Class { Second year	84	118	...	34
B. A. Class { Third year	23	36	...	13
B. A. Class { Fourth year	36	21	15	..
M. A. Class	5	4	1	...
Total	193	24	16	71

This shows that there was a decrease of 58 students in the 1st and 2nd year classes, and of 13 students in the 3rd year class. The decrease in the 1st and 2nd year classes is due partly to the fact that some of the students joined the Mission College at Lahore, where the fees are 25 per cent. below those of the Government College, and partly to the fact that some of the Entrance men who had passed at the first examination in March eventually failed at the subsequent re-examination in July. This revision of the University lists materially lessened the number of successful candidates for admission to the College. The decrease of 13 men in the 3rd year class is explained by the comparatively few passes attained last year in the Intermediate examination, coupled with the circumstance of the passed candidates being re-examined with the result that their numbers also were further reduced.

The average number on the rolls during the year was 162 and the average daily attendance 146; the corresponding returns for the previous year being 255 and 227, respectively.

Expenditure and fees.

4. The following statement gives information as to expenditure and fees for 1887-88 and compares these items with those for 1886-87:—

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1887-88.	1886-87.	Increase.	Decrease.
	Rs.	Rs.		Rs.
Provincial Revenues	43,102	46,594	...	3,992
District Funds	...	...	...	...
Municipal Funds	...	...	...	...
Fees	7,176	9,253	...	2,077
Subscriptions	...	...	...	...
Endowments and other sources	...	...	...	...
Total	50,278	55,847	...	5,569

From the above statement it will appear that the tuition fees came short of last year's to the extent of Rs. 2,077. During the whole of the last summer session the new first and third year classes could not be formed owing to the irregularities of the Punjab University examinations, and hence, chiefly, this falling off in the tuition fees. The sanctioned estimates of receipts for 1887-88 stood at Rs. 10,000 as communicated in your No. 1786, dated 8th August 1887, whereas the actual receipts were only Rs. 7,176 for the reason above given. This amount of Rs. 7,176 was credited to Government and receipts were duly furnished.

5. The following is the statement of expenditure on scholarships for 1887-88 and 1886-87, respectively.

STATEMENT OF SCHOLARSHIPS.

Appendix A.
Government College, Lahore.

		1887-88.	1886-87.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	3,252	5,495	...	2,243
	District Funds	686	445	241	...
	Municipal Funds	1,570	3,444	...	1,874
	University Funds	2,499	2,957	...	458
	Other sources	178	...	...	...
	Total ...	8,185	12,341	241	4,575
Numbers of holder of	Government and University open scholarships.	43	47	...	4
	Jubilee scholarships	9	...	...	...
	Other scholarships	21	37	...	16
	Total ...	73	84	...	20

The decrease in the amount of Government scholarships is only an apparent, not a real decrease. Thirteen scholarships of 1887-88 were not drawn during the year owing to an objection taken by the Accountant-General who required that the sanction for these scholarships should be communicated through the Financial Department.

The decrease in Municipal scholarships is significant and not altogether to be regretted. The Amritsar Municipality has not awarded any fresh scholarship to our students this year, reserving its funds for the College classes lately started at Amritsar. In the year 1886-87, the liberality of the Amritsar Municipality furnished us with scholarships, amounting to Rs. 2,488.—I believe that it was this evidence of public spirit on the part of the Municipality that led the Government to suggest that Amritsar should inaugurate a College centre of its own. This suggestion was at once taken up and as a result of this new movement, we find that during the year now under review, we have only received from Amritsar current scholarships amounting to Rs. 885. The money thus withdrawn from our support has no doubt been well employed in the cause of education elsewhere. Some scholarships given by other Municipalities during 1886-87 lapsed or were withdrawn.

Nature of Scholarships.

It has lately been the practice of the Amritsar Municipality to give scholarships to students passing the Entrance Examination from that district, on the understanding that when they have completed their higher studies and obtained employment, they shall refund the amount thus advanced to them. It remains to be seen whether the Amritsar Municipality will continue to give Entrance Scholarships in our College on these or any other terms. Other Municipalities and District Committees have awarded these scholarships or stipends as a gift to the holders.

Nearly all of these Committees, including the Amritsar Committee, have awarded each scholarship without regard to the holder's place in the Entrance Pass List.* Each scholarship is issued for one year only, renewable for a second year on the Principal's recommendation. The scholarship upon the same recommendation is usually continued to the holder during the remainder of his attendance at College, provided he secures an ordinary pass at the stated University examinations (Intermediate, B.A. or M.A.). The Amritsar Islámia has during the year offered one stipend of the usual amount of Rs. 10 for a Muhammadan student in the College who had not succeeded in getting a Government, a Jubilee or a University Scholarship, the Anjuman-i-Islámia, Lahore, likewise offered four stipends of varying amounts, *viz.*, one of Rs. 10 and three of Rs. 7 for students similarly circumstanced.

The number of students reading without scholarships on the 31st March 1888 was 130 (inclusive of 10 casual students), in comparison with

* *Note by D. P. I.*—Such allowances come under the head of stipends as defined in the Punjab Education Code, and Government has strictly prohibited the payment of such stipends from public funds in future. It has been decided also that no scholarships, in excess of those for which express provision is made in the Code, can be given in future without the previous sanction of Government as to the rule of award and tenure.

Appendix A.

Government College, Lahore.

the number of 170 last year. The proportion of non-endowed students this year is about the same as last year. This shows that, notwithstanding our increased rate of fees, the teaching in the College continues to be appreciated.

Classification of scholars.

6. The following statement gives the classification of students according to race, creed or sect, on the 31st March 1888 :—

Class.	Hindús.	Muhammadans.	Sikhs.	Christians.	Total
V year	4	1	...	...	5
IV year	29	5	2	...	36
III year	11	11	1	...	23
II year	52	21	10	1	84
I year	28	13	2	2	45
Total ...	124	51	15	3	193

It is to be noted that the number of Muhammadan students has risen to the total given above chiefly because of the Jubilee Scholarships and other Anjuman Scholarships exclusively awarded to Muhammadans.

7. The following statement shows the various classical languages taken up by students of the Government College on the 31st March 1888 :—

Class.	Sanskrit.	Arabic.	Persian.	A. & P.	A. & S.	S. & P.	Latin.	Total.
IV year ...	10	...	25	1	...	...	...	36
III year ...	3	1	14	5	...	...	...	23
II year ...	6	1	68	5	1	3	...	84
I year ...	3	1	28	8	...	4	1	45
Total ...	22	3	135	19	1	7	1	188

These classes for the classical languages, with the exception of Latin, were taught by seven instructors belonging to the Oriental College, in accordance with the arrangements made with the University three years ago. Mention is made of one sudent who took up Latin. This student went up from this College as a candidate for the Calcutta F. A. Examination. As the College staff of teachers was fully occupied in giving instruction in the courses provided by the Punjab University, no tuition in Latin could be afforded by the College to this student. He, therefore, obtained instruction in this subject elsewhere. As the teaching staff of the College is limited, I think it will be very undesirable for it to profess to give instruction in any subjects which students may care to take up beyond the sanctioned courses of the College.

Dr. Stein, the Principal of the Oriental College, has intimated his readiness to teach Sanskrit subjects in our College, and we have gladly accepted the offer of his valuable services.

8. The subjoined statement gives the results of the various Arts examinations held in 1887-88 as compared with those of the last year:—

RESULTS OF EXAMINATIONS

		1887-88.	1886-87.	Increase.	Decrease.
F. A., Calcutta ...	Candidates	14	1	13	...
	Passes	3	1	2	...
Intermediate, Punjab ...	Candidates	85	114	...	28
	Passes	24	18	6	...
B. A., Calcutta ...	Candidates	...	...	...	...
	Passes	...	...	...	..
B. A., Punjab ...	Candidates	39	20	19	...
	Passes	24	14	10	...
M. A., Calcutta ...	Candidates	...	...	...	...
	Passes	...	...	...	...
M. A., Punjab ...	Candidates	3	2	...	...
	Passes	...	...	...	...

Owing to the irregularities of the Punjab University Examinations held in 1887, the number of candidates for the Calcutta F. A. increased from 1 to 14. Out of these only 3 passed.* For the Punjab Intermediate, the number of candidates was 85, against 114 in the last year, and 24 passed.

Last year only 18 passed finally in the Intermediate Examination. The result although better than that of the last year, is still far from satisfactory. It is fair to state that without doubt a considerable number of this year's Intermediate candidates were failed only in Persian, the question papers for which were nearly all outside of the prescribed course and most unsatisfactory.

For the B. A. and M. A. Examinations of the Calcutta University, no students from this College went up either in the year under review or in the last year.

For the B. A. Examination of the Punjab University this year, 24 passed out of 39 as against 14 out of 20 candidates last year. Although the number of passes this year in this examination is larger, the proportion of candidates and passes remains much the same. The highest places at this examination as well as at the Intermediate Examination were taken by students of this College.

For the M. A. Examination, one student took up English and failed. As long as the Punjab University requires M. A. candidates in English to profess philology without prescribing text-books, there will be great danger that both examiners and examinees will do their work in this immense subject in a vague and unsatisfactory manner. In the University returns for the year, Gopál Dás who failed in M. A., candidate in English, is mentioned as a Government College student. Gopál Dás was allowed as a favor to read with the M. A. class for two or three weeks before the examination, but had worked throughout the year as a private student, and was not sent up as a College candidate.

A highly promising student, who had been reading in the M. A. English class, had to withdraw his candidature at the last moment owing to his assuming the status of a teacher in the College. This student is Amír Ali, B.A., a McLeod Reader in the Oriental College, and now also officiating Assistant Professor in the Government College.

* *Note by D. P. I.*—This is a bad result, but the College does not use the text-books prescribed for the Calcutta Examinations.

APPENDIX A.—LAHORE GOVERNMENT COLLEGE.

Appendix A.

Government College, Lahore.

One candidate took up Mathematics and failed. In this subject also, we had a most promising M. A. candidate, Harkishan Lál, B.A. This student, however, withdrew with a State scholarship and proceeded to England where he is pursuing his Mathematical studies at Cambridge. We receive excellent accounts of his work there.

The third M.A. candidate took up Science and failed.

9. The following statement compares the results of examinations in each subject with the results for 1886-87:—

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates...	1887-88 ...	85	11	9	76	84	...	72	2	1	26
		1886-87 ...	114	14	9	99	114	...	102	20	1	39
		Increase ...	...	...	...	...	...	...	...	...	...	...
		Decrease ...	29	3	...	23	30	...	30	18	...	13
	Passes ...	1887-88 ...	63	11	4	30	49	...	56	1	1	22
		1886-87 ...	73	14	9	80	37	...	63	10	...	23
		Increase ...	...	...	...	...	12	...	...	...	1	...
		Decrease ...	10	3	5	50	...	...	7	9	...	1
B. A. Examination.	Candidates...	1887-88 ...	39	1	11	28	13	3	20	9	1	12
		1886-87 ...	20	1	3	16	5	1	9	10	1	6
		Increase ...	19	...	8	12	8	2	11	...	...	6
		Decrease ...	...	...	...	...	...	...	...	1	...	...
	Passes ...	1887-88 ...	27	1	8	24	10	1	17	6	1	11
		1886-87 ...	14	1	2	16	1	1	9	9	1	6
		Increase ...	13	...	6	8	9	...	8	...	...	5
		Decrease ...	...	...	...	...	...	...	...	3	...	...
M. A. Examination.	Candidates...	1887-88 ...	1	...	...	...	1	...	...	...	...	1
		1886-87 ...	...	...	...	...	1	...	...	...	...	1
		Increase ...	1	...	...	...	...	...	...	...	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...
	Passes ...	1887-88 ...	...	...	...	...	...	...	...	...	...	...
		1886-87 ...	...	...	...	...	...	...	...	...	...	...
		Increase ...	...	...	...	...	...	...	...	...	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...
F. A. and Intermediate Examination and Re-examination.	Candidates...	1887-88 ...	85	...	...	76	84	...	72	...	...	...
		1886-87 ...	27	...	...	24	27	...	25	...	...	...
		Increase ...	58	...	...	52	57	...	47	...	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...
	Passes ...	1887-88 ...	63	...	...	30	49	...	56	...	...	...
		1886-87 ...	23	...	...	20	24	...	24	...	...	...
		Increase ...	40	...	...	10	25	...	32	...	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...

In the Intermediate Examination this year, the most fatal subject was Persian, as only 30 passed out of 76. The reason of this is elsewhere explained. Had the results in this subject been nearly as good as they were last year (and we had every confidence that our students were well prepared in Persian this year), an immense change would have passed over the Intermediate figures.

History was professed by only two candidates against 20, a striking fact, the remedy for which will lie with the Professor of History whose welcome aid we expect to receive in October.

In other subjects the results are good. The results in Arabic, both during the last and this year, are excellent, as there was not a single failure.

In the B.A. Examination, 27 passed in English out of 39, about 69 per cent. of passes. In Mathematics, 13 candidates are shown to have appeared in the A. Course, but one student by misadvertence absented himself; so there were 10 passes this year out of 12 against 1 out of 5 in 1886-87. This result is of course most satisfactory. In B. Course Mathematics, there was one pass out of 3. The results in other subjects are good.

Appendix A. Government College, Lahore.

In the M. A. Examination, the 3 men taking up different subjects failed, as elsewhere explained.

Physical Training and games.

10. As the Principal mentioned in last year's Annual Report, the students agreed to a monthly subscription of annas four each in support of a "Students' Union Club." The amount realised on account of subscriptions for the year, to end of March 1888, is Rs. 498-12-0. With this amount in hand, the Club has started various athletic sports; cricket was played with great activity throughout the cold weather, and four lawn tennis courts have been laid out, and regularly played upon by the students. In the boarding-houses attached to the College, parallel bars and other gymnastic apparatus have been provided. During the cold weather, the College cricket eleven engaged in several important matches, playing well against the Punjab Cricket Club, and other well known clubs. Our students, like all Punjabi lads, evince a kind of passion for cricket, and indeed are apt for most sorts of physical exercise. In the light of the recent Government of India Circular on physical and moral training, I think, we should try and organize the sports of our students more than heretofore, offering prizes for foot races, jumping, &c., and otherwise encouraging the proper development of body along with mind. I go the length of thinking that proficiency in athletics should be a thing to be recorded in the general certificates we grant to out-going students.

Boarding Houses.

11. The two usual boarding-houses have, until lately, been maintained in connection with the Government College. One of these houses forms part of the Government premises and for the last two or three years has been maintained for the Muhammadan students exclusively. This house continues at present to be used in this way. The other house was a large bungalow rented from the Mahárája of Kashmir at Rs. 100 a month, and reserved for Hindú students. In this house, as in the Muhammadan boarding-house, quarters have hitherto been assigned to students without any charge. This Hindú boarding-house, however, has been condemned by the Civil Surgeon as totally unfit for the accommodation of College students, and accordingly another bungalow has just been rented for the Hindú students in its place. This bungalow, situated in the Mozang quarter of the station, has been taken at a rent of Rs. 80 per mensem, with effect from the 1st of May 1888. In opening this boarding-house, we are taking the opportunity of bringing it into accordance with the requirements of the Punjab Educational Code. It has, therefore, been provided with beds, durries, boxes, lamps and other furniture at a cost of about Rs. 566, sanctioned by you. The house provides room for about 45 students. The monthly boarding fee to be levied in future on each student has been fixed at one rupee and a quarter. It will be noticed that the rent of this bunglow is Rs. 20 per mensem, less than that of the bungalow we have given up. Further more, the Superintendent of the late boarding-house has resigned his duties in connection with it, for which he received Rs. 10 per mensem. Thus, provided that sufficient students apply for accommodation in the new bungalow, we shall have an available income for the boarding-house of about Rs. 86 per mensem. Pandit Bhánú Dat has been appointed Superintendent of the new house on a salary of Rs. 15 per mensem, and it is anticipated that the income should cover his salary and wages of all necessary cooks, kahárs and other servants, together with the cost of providing water and keeping the garden in order. The boarding fee of one rupee and a quarter is as low as we can make it, yet there is no doubt that it will prevent some of the poorer students from joining it, and although this is the best house we have been able to secure for our purpose, a number of the students will have a certain amount of reluctance in joining it, owing to the fact that it is further away from the city and from the College itself than the old boarding house. These facts unfortunately bring us into competition not only with private houses in Lahore, willing to entertertain students, but with a boarding-house lately established in the city, with the express object of providing cheap accommodation for College students. At the same time, this new boarding house is, in every way, superior to the old house and is at any rate, a very decided advance in the right direction. Hearing of the system proposed for the new Hindú boarding-house, the 12 students inhabiting the Muhammadan boarding-house, spontaneously requested that their house should be furnished and organised on the same plan. With your sanction, arrangements have been made for doing this, the only difference being that as this house is a small one, it is proposed to effect the superintendence through a small Committee of the students themselves.

Appendix A.

Government College, Lahore.

The recent Government of India Circular upon moral training adverts at some length to boarding-houses, and to my mind, a good boarding-house system in close connection with the ordinary daily routine of College studies should produce more lasting moral influence upon our students than moral text-books or moral lectures or any other devices whatsoever. During the time the students attend our College, their daily lives should be completely under the superintendence of their teachers, who should have influence over them in their home-life, their debating societies, and sports, and private pursuits, no less than in their class-work. However, a city boarding-house such as I have mentioned is organised, it is most unlikely that a private venture of the sort can conduce to the real comfort and welfare of young College lads so well as a properly equipped Government boarding-house should. I hope the day is near when the Punjab Government will be able to give us a large boarding-house specially constructed to meet our requirements. There is an excellent site ready for such a building on the College grounds, behind the College itself. The students' fees should be sufficient to defray any reasonable rent for such a building. It is a question for consideration whether residence in such a boarding-house, were it organised, should be made obligatory on all students who come to us from the country, and who have not near relations in Lahore who can provide for them comfortable board and lodgings and friendly superintendence.

Again, a Lahore student of the College, living with his own people has an obvious advantage over a country lad coming to the College who has to pay not merely his fees and his books but also the expenses of living, and therefore we might inquire whether it would not be just (at least in the case of scholarship holders from the country) to remit from the College fees to be paid by country students, the boarding-house fees, on condition that they took up residence in the boarding-house, I do not think a College teaching staff can make any systematic attempt at entering into the lives of the students under them until they can be gathered together in one large and well-equipped boarding-establishment, of course, in any such establishment, the Muhammadan section will live in quarters apart from the Hindús although all reasonable opportunities should be provided for bringing them together socially.

Conduct of the students, moral instruction: Debating Society and College Library.

12. The conduct of the students throughout the year has been good, with this exception, that two students who were suspected of having recourse to unfair practices during the University examinations held last year, were turned out of the College.

The College Union Club holds weekly meetings for debates, at each of which one of the Professors or Assistant Professors presides. A number of interesting subjects have been discussed at these meetings during the last year. The value of such debates as a part of College education is undoubtedly great. The members of the Club support a reading-room, on the tables of which leading English and Indian Journals are always to be found. Mr. Bell, Professor of the College, and Registrar of the Punjab University, has shown much interest in this Club, and particularly in the reading-room, which he has supplied with University papers of interest and importance.

Library.

The provision of Rs. 200 per annum allowed for purchase of the Library books was fully utilized during the year. As Mr. Lewis pointed out in his last Annual Report, it is impossible to keep the Library in good order or to make it as accessible as it ought to be to the students, until a separate clerk be appointed whose first duty it shall be to attend to this work. Mr. Lewis strongly recommended that such a clerk on Rs. 25 per mensem should be added to the establishment of the College, and I endorse Mr. Lewis' recommendation in this matter. The nominal Librarian at present on our staff is fully occupied with the duties of clerk to the College; duties that have immensely increased since he took them up fifteen years ago. The Library requires thorough overhauling and re-arrangement. A new catalogue is required, and after we have been enabled to set the books in order, the College Council will have to form new Library Rules for the distribution of the books to the students.

It has been suggested to us that the salary of a new Librarian might be defrayed by levying a monthly fee of one anna from each student, but considering what the College fees are, and considering also that each student contributes four annas per mensem to the Club funds, I do not think it would be desirable to lay upon them any further impositions of a pecuniary sort. Further, the income to be derived from such subscriptions would fluctuate

from year to year, and could not be depended on for meeting the salary of a Librarian. I need not point out that in the case of our present Librarian (or rather clerk) becoming ill or obtaining leave of absence, it would be a most desirable thing that we should have some one such as the proposed Assistant Librarian who could turn his hand to the work of the College Office.

13. While the number of students admitted to the College in the year under review is smaller than the number of those admitted last year, it is probable that for the next year or two, still fewer applicants for admission will be forthcoming. The number of Entrance candidates passed by the University in last July did not exceed the numbers passed for Entrance in the preceding year (April). The University rightly shows a tendency to slightly elevate the standard of admission year by year. It is, therefore, improbable that in the immediate future, the number of passed Entrance candidates from whom we can recruit our classes, will materially increase.* On the other hand, we find the Lahore Mission College extending its teaching staff and charging fees only two-thirds of our own, while the newly established Anglo-Vedic College at Lahore is being supported by much native influence, and charges less than half our fees. At Amritsar also, a new College centre has arisen, and charges fees considerably lower than ours. The inducements offered by these institutions will undoubtedly affect the number of admissions to our College. At the same time, with smaller numbers in our classes, the College staff should be able to produce better results than ever, and although our fees will remain high, it is probable that within a comparatively short period, the best kind of students will recognise that the best kind of teaching is to be had at Lahore Government College, and is worth paying for. Further more, were the proposed College boarding establishment built and efficiently organised, parents in the country would have a strong inducement put before them to commit their lads to our charge. This may be said, while we cordially recognise the spirit and value of the other teaching institutions with which we are brought into friendly competition.

I have to thank my College colleagues for the satisfactory way in which they have discharged their duties during the last twelve months.

* *Note by D. P. I.*—There is, I believe, reason to expect a considerable increase in the number of students who pass the Entrance Examination, *vide* para. 54 general report.

E. S. ROBERTSON,
Officiating Principal.

APPENDIX B.

Appendix B.
St. Stephen's Mission College, Delhi.

REPORT ON THE ST. STEPHEN'S MISSION COLLEGE, DELHI, FOR 1887-88.

A.—It will be seen from the accompanying statement that there is a slight decrease in the number of scholars this year as compared with last; and that this decrease is due to the diminution of students in the first year class. As to the cause of this diminution, I cannot speak with any certainty, but conclude that it is due to the greater strictness prevailing year by year in the Entrance Examination, in which case it is rather a gain than a loss.

It is satisfactory to notice that 3 out of 10 in the first year class are Muhammadans:—

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1886-87.	1887-88.	Increase.	Decrease.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Provincial Revenues ...	5,400 0 0	5,400 0 0	...	...
Municipal Funds	1,200 0 0	1,200 0 0	...	...
Fees	2,568 10 0	2,254 0 0	...	314 10 0
Endowments and other sources.	7,982 15 9	8,728 13 3	745 13 6	...
Total ...	17,151 9 9	17,582 13 3	745 13 6	314 10 0

B. & C.—No remarks.

NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

		1886-87.	1887-88.	Increase.	Decrease.
Intermediate Class	First year	25	10	...	15
	Second year	19	26	7	...
B. A. Class ...	Third year	6	5	...	1
	Fourth year	5	6	1	...
	Total ...	55	47	...	8

STATEMENT OF SCHOLARSHIPS.

		1886-87.	1887-88.	Increase.	Decrease.
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Expenditure.	Provincial Revenues ..	2,220 12 9	1,108 10 0	...	...
	District Funds	120 0 0	216 0 0	...	...
	Municipal Funds	122 1 6	...	...	...
	University Funds	792 0 0	710 0 0	...	...
	Other sources	682 8 0	491 0 0	...	...
	Total ...	3,937 6 3	2,525 10 0	...	1,411 12 3
Number of holders of	Government and University open Scholarships	22	12	...	...
	Other Scholarships ...	4	8	...	...
	Total ...	26	20	...	6

D.—"Other Scholarships" denote (*a*) Mission scholarships not exceeding Rs. 5, of which some four or (at the most five) are given to poor students who could not otherwise continue their studies.

(*b*)—From endowments—Jind-Nábha Rs. 16 0 0 per mensem.
Gubbins Rs. 57 8 0 per quarter.

(*c*)—District—Rewári. Rs. 28 0 0 per mensem.

RESULTS OF EXAMINATIONS.

		1886-87.	1887-88.	Increase.	Decrease.
Intermediate, Punjab	Candidates	19	23	...	..
	Passes	9	9	...	...
B. A., Punjab ..	Candidates	5	8	...	...
	Passes	1	6	5	...

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations	Candidates...	1886-87 ...	...	...	...	...	...	...	...	...	...	...
		1887-88 ...	8	...	3	4	10	...	7	1	...	6
		Increase ...	...	...	...	...	...	...	...	...	...	...
		Decrease...	...	...	...	...	...	...		...	...	...
	Passes ...	1886-87 ..	...	...	...	...	...	...		...	...	...
		1887-88 ...	...	...	...	...	...	...	...	...	...	...
		Increase ...	...	...	...	...	...	...	...	...	...	...
		Decrease...	...	...	...	...	...	...	...	...	...	...
B. A. Examination.	Candidates...	1886-87 ...	...	...	...	...	...	...	...	...	...	...
		1887-88 ...	...	...	...	...	...	...	...	...	...	...
		Increase ...	...	...	...	...	...	...	...	...	...	...
		Decrease...	...	...	...	...	...	...	...	...	...	...
	Passes ...	1886-87 ...	...	...	...	...	...	...	...	...	...	...
		1887-88 ...	2	...	...	...	...	...	...	2	...	...
		Increase ...	...	...	...	...	...	...	...	...	...	...
		Decrease...	...	...	...	...	...	...	...	...	...	...
M. A. Examinaton.	Candidates...	1886-87 ...	...	...	...	...	...	...	...	...	...	...
		1887-88 ...	...	...	...	...	...	...	...	...	...	...
		Increase ...	...	...	...	...	...	...	...	...	...	...
		Decreas ...	...	...	...	...	...	...	...	...	...	...
	Passes ...	1886-87 ...	...	...	...	...	...	...	...	...	...	...
		1887-88 ...	...	...	...	...	...	...	...	..	...	...
		Increase ...	...	...	...	...	...	...	...	...	...	...
		Decrease...	...	...	...	...	...	...	...	...	...	...

The above shows the number of failures in each subject.

E.—No remarks.

F.—The Cricket Club flourishes, and a marked improvement is discernible. This year a separate eleven of "Ancient. Manners" was started for those college students who had the will, but not the ability, to play with the first eleven set. This eleven was started last year, but died a natural death after a few weeks' existence. This year it proved its vitality by living and energizing to the end of the season. A small gymnastic class of about ten students is carried on regularly three days in the week. It is encouraging to notice that our present cricket captain is one of our best B. A. students; and that amongst the leading members of this year's eleven, there were one B. A. student, two (from our High School) who passed the Entrance Examination, and one the Middle Examination. We have observed with pleasure the vigour which the Christian element brings to the game. Some hot weather game has yet to be discovered. Tennis—in a rather feeble form, is at present the only resource it may develop.

Appendix B.

St. Stephen's Mission College, Delhi.

G.—Arrangements are made for boarding a few students, who are not resident in Delhi, in the College premises under the superintendence of one of the Christian teachers belonging to the High School. These students pay nothing for their lodging, but defray all their own expenses otherwise. During this year the number of boarders in the College has been eight, of these most, if not all, come from Rewári or its neighbourhood. The number of such boarders during last year rather exceeded that of this year.

H.—The students are uniformly well conducted. There has been no single case of insubordination or bad conduct of any description during this year. A very friendly relationship is maintained between Professors and students in every possible way, as well out of College as in College, by means of a club, called the Star of Delhi Club, which the principal (Mr. Allnutt), inaugurated some six or seven years ago; and which embraces Cricket, Debating Society, Library, Games, &c. The majority of the students are members of this club, and elect their officers from amongst themselves, the Principal being *ex-officio* President. Fortnightly meetings are held on Wednesday evenings, when some subject, previously settled upon, is debated, or lectures are given, or readings are held. The Club Library is freely used. During this year 1,800 volumes have been taken out by students of the College and High School. The College Library is not so largely used. So far as I have observed students draw upon it mainly for books of references. Great stress is laid upon moral teaching; in conveying which, besides one period every day in each class devoted to religious instruction, many of the best books prove invaluable, *e.g.*, Wordsworth, Scott, Shakespeare, and the like. Several of the elder students are markedly thoughtful—a thoughtfulness which deepens as their course goes on.

I.—It is difficult for me to speak with any confidence of the progress made during the year: all the more so, because I am only acting for the Principal in his absence on furlough—an absence dating from October last. Still I think progress is discernible. I never remember teaching our B. A. classes with greater pleasure: there seems to be a greater than average acquaintance with English, and a real enjoyment of the subject-matter of the books read. Our great enemy still is cram: and add to this a feverish anxiety about Examinations, which is not unnatural, and the very slender stock both of English knowledge and English reading with which the average student starts his University career, and, in the face of such difficulties sufficient progress is evident to afford encouragement. I should confidently prophesy of most of our B. A., and several of our F. A. students that they would to some extent continue their English reading when their College course was over; and I feel sure that that reading together with the thought it has engendered, will affect their whole future career. It is perhaps fanciful to trace any marked progress of a whole institution in the small space of one year; but since I have known this College, a period of some four or five years now, the advance is marked.

APPENDIX C.

REPORT OF THE LAHORE MEDICAL COLLEGE AND SCHOOL FOR THE YEAR 1888.

Buildings.—A new dissecting room has been constructed during the past year and a temporary dissecting room made of matting and used during the past winter.

Imperial service.—An important advantage granted to the students of the Medical College last year has been their admission into the Imperial Service. Four of the passed Assistant Surgeons have already been admitted.

Admissions.—Thirty-seven candidates contended for the six Entrance Scholarships given by the Punjab Government, 16 of whom were admitted. The new students had to pay fees of two rupees a month for the first time, three students were admitted from North-Western Provinces.

Education.—The third year's students were excused attendance on those subjects in which they had already attended two courses of lectures, and instead, they were required to attend the Hospital practice among out-patients. Lectures on Physiology were also given during the summer as well as the winter session.

Examinations.—Twenty students appeared for the final examination of the Punjab University, 15 of whom passed in all subjects; while at the Junior examination in Medicine there were 16 candidates, 8 of whom passed.

Medical School Department.

Entrance.—A knowledge of English as shown by having passed the Anglo-Vernacular Examination was required for the first time from all candidates for the Government Scholarships. This greatly reduced the number of applicants, who were only 74 for both the Military and Civil Medical pupil classes, instead of 246 as in the former year, 29 of the candidates were admitted into these classes.

Examinations.—At the final examination 28 students appeared, 26 of whom passed successfully, most of whom entered Government service, and 14 were sent to Burmah.

Finances.—The total expenditure divided by the 259 students, who were present during the year, would give Rs. 402-4-6 for each student's annual cost, but of this, deducting the fees realised, only Rs. 353-7-8* were supplied by Government, the rest being obtained from local funds and other sources.

Officers.—Dr. Grant replaced Dr. Tarleton Young as Professor of Chemistry and Materia Medica, and Dr. Massy replaced Dr. Center as Professor of Midwifery and Medical jurisprudence during the absence of these officers on leave. No other change occurred in the staff.

T. E. B. BROWN,

Principal, Medical College, Lahore.

---

* *Note by D. P. I.*— The cost to provincial revenues on account of each student in the College Department was Rs. 884-9-3 and the total cost Rs. 61,302 excluding indirect expenditure on scholarships and chemicals, &c. In the School Department the cost to provincial revenues was Rs. 67-8-9 and the total cost Rs. 10,200.

APPENDIX D.

Appendix D. Middle school Prize.

LIST OF PRIZES AND MEDALS, OFFERED BY PRIVATE LIBERALITY ON THE RESULTS OF THE MIDDLE SCHOOL AND ENTRANCE EXAMINATIONS OF 1888.

I.—MIDDLE SCHOOL.

Number.	NAMES.	Nature and value of Prizes, &c.	Rs.	Conditions of Award.	Name of Prize Winners.	Aggregate No. of Marks.
	DELHI DISTRICT.					
1	Munshí Wazír Alí, Mír-Munshí of the Nábha State.	Silver Medal ...		To the best pass of the Anglo-Sanskrit Victoria Jubilee High School, Delhi, provided that the candidate continues his studies further in the High Department of that School.	136 Mohan Mohan, if he joins the A. S. V. J. High School, Delhi.	498
2	L. Bhagwán Dás, Banker and Manager of Anglo-Sanskrit Victoria Jubilee High School, Delhi.	Ditto ...		To the second best pass of the Anglo-Sanskrit Victoria Jubilee High School, Delhi, provided that the candidate continues his studies further in the High Department of that School.	135 Kidár Nath, 1st, if he joins the A. S. V. J. High School, Delhi.	497
3	Bábú Kidár Náth, Pleader, Delhi.	Ditto ...		To the third best pass of the Anglo-Sanskrit Victoria Jubilee High School, Delhi, provided that the candidate continues his studies further in the High Department of that School.	134 Káli Charn, if he joins the A. S. V. J. High School, Delhi.	494
4	Guardians of Lálá Kidár Náth, heir to the estate of the late Lálá Rámi Mal, Delhi.	A copy of Fallon's Hindustáni-English Dictionary.		To the best pass in Arithmetic and Mensuration among the candidates of the Anglo-Sanskrit Victoria Jubilee High School, Delhi, provided that the candidate continues his studies further in the High Department of that School.	136 Madan Mohan, if he joins the A. S. V. J. High School, Delhi.	100
5	Bábú Thákur Dás, Proprietor of copyright of Fallon's Dictionary, Delhi.	A copy of English-Hindustáni Dictionary.		To the best pass in Arithmetic and Mensuration in the Province from among the Anglo-Vernacular candidates.	1460 Behári Lál, Scotch Mission High School, Siálkot.	100
	KARNAL DISTRICT.					
6	Municipal Committee, Pánipat.	Gold ring worth Rs. 6; and Cash Rs. 5.	11	To the best pass in English, Persian and Arabic of the Pánipat School.	302 Arjan Lál ...	222
7	Cash ...	Cash ..	5	To the second best pass in English, Persian and Arabic of the Pánipat School.	No such candidate.	
8	Municipal Committee, Kaithal.	Cash ...	7	To the best pass of the Kaithal School.	292 Abdul Rahim	448
9	Ditto ...	Cash .	5	To the second best pass do.	293 Mahábír Parshád.	361
	HISSAR DISTRICT.					
10	Chaudhari Kanhaya Lál, Hánsi.	Time-Piece, worth	5	To the best pass of the M. B. School, Hánsi.	2369 Jai Diál Singh.	554
11	Dalíp Singh, Pattidár, Hánsi.	Ditto ...	5	To the second best pass of ,,	2370 Mahtáb Singh.	504
12	Diwán Hari Chand, Tahsíldar, Hissár.	Cash ..	5	To the best pass in Mathematics of the Hissár District.	2369 Jai Diál Singh.	228
13	Municipal Committee, Bhiwáni.	Watch, worth...	16	To the best pass of the Bhiwáni Middle School.	20 Kashori Lál ...	347
	JULLUNDUR DIST.					
14	Lálá Sheo Lál, District Inspector of Schools.	Cash .	5	To the [illegible]rit in the [illegible]at the candi[illegible]n.	65 Shádi Lál, M. B. School, Rewárí.	115
15	Chaudhari Natha Singh, Zaildar Sang Dhasian, Tahsíl Phillour	Cash ...	5	To the best pass in Persian of the M. B. School, Phillour	2734 Ganga Rám..,	65

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*concld.*

Number.	Names.	Nature and value of Prizes, &c.	Rs.	Conditions of Award	Name of Prize Winners.	Aggregate No. of Marks.
	JULLUNDUR DISTRICT—(*concld.*)					
16	Lálá Hari Lál, Patwári,	Cash	4	To the best pass among the candidates of the Khatri caste of the M. B. School, Núr Mahal.	No such passed candidate.	...
17	Lálá Mohkam Chand, Banker, Núr Mahal.	Cash ...	5	To the best pass in Persian of the M. B. School, Núr Mahal.	2746 Brij Lál ...	61
18	Misar Budhú Mal, President, Municipality, Núr Mahal.	Cash ...	5	To the best pass in Introductory Primer of the M. B. School, Núr Mahal.	2745 Tulsi Rám ...	31
19	Chaudhari Deva Singh, Zaildár, Bandála.	Cash ...	6	To the best pass in Urdú of the M. B. School, Núr Mahal.	2750 Ghulám Nabi Khan.	56
20	Thákar Dás, Banker, Bandála.	Cash ...	4	To the best pass in Arithmetic of the M. B. School, Phillour.	2734 Ganga Rám...	100
	KANGRA DISTRICT.					
21	Labba Rám, Head Persian Teacher, Mission School, Kángra.	Silver Medal, worth.	5	To the best pass in compulsory subjects of the Mission School, Kángra.	398 Nannidh Rái...	268
	FEROZPUR DISTRICT.					
22	Sodhí Mán Singh, Honorary Assistant Commissioner, Butar.	Cash ...	10	To the best pass of the Butar Middle School.	2925 Munna Singh	410
23	Sodhí Khazán Singh, Ráis and Jágirdar, Butar.	Cash ...	5	To the best pass in Mathematics of the Butar Middle School.	2925 Munna Singh	195
24	Sodhí Ajít Singh, Ráis and Jágírdár, Butar.	Gold ring ...	10	To the second best pass of the Butar Middle School.	2927 Mukand Singh	270
25	Tejá Singh, Zaildár, Lopan, Tahsíl Moga.	Cash ...	2	To the best pass in Sanitary Primer of the Butar Middle School.	2925 Munna Singh.	20
	LAHORE DISTRICT.					
26	Munshí Jamúl-ud-dín, Member, Municipal Board, Chuniún.	Cash ...	2	To the best pass of the Chunián School among those students who joined it after passing the Primary Standard at any school in that Tahsíl.	Not yet fixed.	
27	Natha Singh, Member, Municipality, Chuniún.	Cash ...	5	To the best pass of the Chunian School.	2999 Ganga Rám	501
28	Gopí Rám, Khanna, Member, Municipality, Chuniun.	Cash ...	2	To the best pass in Arithmetic of the Chunián School.	2999 Ganga Rám	84
29	Rangu Ram, Member, Municipality, Chuniún.	Cash ...	2	To the best pass in Urdu of the Chuniún School.	3000 Barkat Rám	65
30	Lálá Govardhan Dás, Registration Muharir, Tahsíl Chuniún.	Cash ...	2	To the best pass in General Knowledge, [Geography, History and Sanitary Primer] of the Chuniun School.	3000 Barkat Rám	93
31	Munshí Guláb Singh, Proprietor, Mufid-i-'Am Press.	Silver Medal, worth ...	20	To the best pass in the Province ...	761 Bansi Dhar, M. B. School, Ferozepore.	698
	GURDASPUR DISTRICT.					
32	Municipal Committee, Dera Bába Nának.	Cash ...	2	To each successful candidate of the Dera Bába Nának School.	3111 Hirá Singh 3112 Kishan Singh 3113 Khark Singh 3114 Sant Rám, Bedi. 3117 Durga Das 3119 Gauhar Ali	418 397 410 383 418 375

Appendix D. Middle school Prizes.

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*contd.*

Number.	Names.	Nature and value of Prizes, &c.	Rs.	Conditions of Award.	Name of Prize Winners.	Aggregate No. of Marks.
	MULTAN DISTRICT.					
33	Fateh Chand, District Inspector of Schools, Mooltan.	Time-Piece, worth.	2-8	To the best pass in English and Arithmetic of the Shujábad School.	861 Jewan Rám ...	157
	Ditto ...	Ditto ...	2-8	To the best pass among the Vernacular candidates of the Kharor and Sarái Sidhú Schools	2955 Devi Ditta Rám, Seth, Sarái Sidhú School.	590
	MONTGOMERY DISTRICT.					
34	Municipal Committee, Kamaliah.	Cash ...	5	To the best pass in Mathematics of the Kamaliah School, provided that the candidate stands first among the passed students of that School.	No such candidate.	
35	Lálá Ghushala Rám, Vice-President, Municipality, Montgomery.	Cash ...	5	To the best pass in Vernacular language, Arithmetic and Caligraphy of the Kamaliah School.	2979 Darya Rám...	137
	JHELUM DISTRICT.					
36	Malik Muhammad Ashraf Khan, Lambardár and Ráis, Patterah Fateh Khan, Tahsíl Talagang, Jhelum District.	Cash ...	5	To the best pass of the Talagang School.	3399 Allah Dád Khan. 3397 Partáb Singh.	290 290
	SHAHPUR DISTRICT.					
37	Malik Khuda Bakhsh, Tiwána.	Cash ...	5	To a resident of the Shahpur District who stands first among the passed students of that District.	3345 Chela Rám, Khusháb School.	430
38	Malik Devi Dás ...	Cash ...	5	To the best pass of the Bhera School.	1778 Hári Gobind.	382
39	Pír Firoz-ud-dín Sháh	An inkstand ...	...	To the best pass of the Sahiwál School.	3355 Abnáshi Dás.	401
40	Bahádur Khán ...	Cash ...	5	To the best pass of the Khusháb School.	3345 Chela Rám...	430
41	Malik Rám Ditta ...	A lungi, worth...	4	To the second best pass of the Khusháb School.	3346 Táj Muhammad.	410
42	Alam Dín, of Namtás...	Cash ..	3	To the best pass of the Miáni School.	No such candidate.	
	GUJRANWALA DISTRICT.					
43	B. Barkat Rái, Scotch Mission High School, Wazírábad.	Cash ...	5	To the best pass in Physical Science of the Scotch Mission High School, Wazírabád.	1742 Arúr Singh...	71
44	Shankar Dás, Virma, Head Master, Ver. M. B. School, Rámnagar.	Cash ...	4	To the best pass among the Vernacular candidates in the Ráwalpindi Circle, or Rs. 5 if he belongs to the Gujránwála District, or Rs. 6 if he belongs to the Municipal Board School, Rámnagar.	3459 Gulmawáz, Gujar Khán School.	447
45	Municipal Committee, Rámnagar.	Cash ...	5	To the best pass in compulsory subjects of the Rámnagar School.	3276 Khushi Rám	359
	D. G. KHAN DISTRICT.					
46	Nawáb Imám Bakhsh Khán, Tamandár, Mozare.	Cash ...	15	To the best pass of the District Board School, Rojhán.	3646 Jandodah ...	351
47	Nawáb Muhammad Khán, Tamandár, Laghore.	Cash ...	8	To the best pass of the Taunsa School.	3650 Sohanra Rám	408
48	Sardár Bahádur Khán, Tamandár, Khasa.	Cash ...	5	To the best pass of the M. B. School, D. G. Khan.	2239 Kanhya Lál...	345
49	Sardár Fazal Ali Khán, Tamandár, Asráni.	Cash ...	4	To the best pass of the District Board School, Taunsa.	3650 Sohanra Rám	408

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*concld.*

Number.	Names.	Nature and value of Prizes, &c.		Conditions of Award.	Name of Prize Winners.	Aggregate No. of Marks.
	D. I. KHAN DISTRICT		Rs.			
50	Secretary Bhárátri Sábha, D. I. Khán.	Medal, worth ...	10	To the best pass in Sanskrit of the M. B. & Mission Schools of Dera Isma'íl Khan.	2198 Tehla Rám, Mission High Schools, D. I. Khan.	94
	MUZAFFARGARH DISTRICT.					
51	Sa[illegible]h Khán, Honorary Magistrate, Khángarh.	Cash ...	10	To the best pass of the Muzaffargarh District.	2249 Gokal Chand, Muzaffargarh School.	411
52	Pandit Kishan Lál, B.A., Munsiff, Muzaffargarh.	Cash ...	5	To the best pass in Sanskrit in the Province, provided that the candidate is a Brahman.	67 Hira Nand, M. B. School, Rewári.	115
53	Kaure Khán, Honorary Magistrate, Jotoe.	Cash ...	3	To the best pass in Persian and Mathematics of the Alipur School.	3664 Allah Bakhsh	289
54	Fazal Muhammad, Zaildár, Mudwálla.	Cash ...	2	To the best pass of the Muzaffargarh District.	2249 Gokal Chand	411
55	Municipal Committee, Alipur.	Cash ...	5	To the best pass of the Alipur School.	3664 Alla Bakhsh	410
	HAZARA DISTRICT.					
56	Anjuman-i-Hazára	The Hazára Anjuman Ripon Medal, worth	20	To the best pass of the candidates of the Abbott-abad and Haripur Schools.	2053 Andrew Mohi-ud-din, M. B. School, Haripur.	399
	KOHAT DISTRICT.					
57	Municipal Committee, Kohát.	Silver Medal, worth.	15	To the best pass of the M. B. School, Kohát.	2141 Mathra Dás, 1st.	470

II.—ENTRANCE EXAMINATION.

	SHAHPUR DISTRICT.					
1	J. Wilson, Esquire, Deputy Commissioner, Shahpur.	Watch, worth...	10	To the best pass of the Shahpur District first of his year.	754 Dil Ahmad, High School, Bhera.	377
2	Malik Hákim Khán, Tiwána	Cash ...	5	To the second best pass of the Bhera School.	753 Rám Labháya	356
	MULTAN DISTRICT.					
3	Bhawáni Dás, M.A., Extra Assistant Commissioner, Mooltan.	Books, worth ...	15	To the best pass of the Shahpur District, provided that the candidate takes up Science and Sanskrit as his subjects of examination and gains 40 per cent. of the marks on the subjects.	No such candidate.	

N. B.—The prizes detailed above aggregate about Rupees four hundred. The number of separate awards is nearly three time that in the preceding year.

APPENDIX E.

FORM No. I.

Appendix E.

Statistics of Education for certain Native States.

RETURN OF PUBLIC COLLEGES, SCHOOLS AND SCHOLARS IN CERTAIN NATIVE STATES FOR THE YEAR 1887-88.

			Colleges, English.	High and Middle Schools. For Boys. English.	High and Middle Schools. For Boys. Vernacular.	Primary Schools. For boys.	Primary Schools. For girls.	Special Schools. Industrial.	Special Schools. Others.	Totals. Boys.	Totals. Girls.	Totals. Boys and girls.	Total population of State.
1			2	3	4	5	6	7	8	9	10	11	12
Number of Institutions.		Patiála	1	10	6	75	21	...	...	92	21	113	...
		Baháwalpur	1	5	2	38	1	1	9	56	1	57	...
		Jínd	...	1	...	4	...	...	6	11	...	11	...
		Kapúrthala	...	1	4	29	...	...	...	34	...	34	...
		Farídkot	...	...	...	...	...	...	...	...	...	...	...
		Total	2	17	12	146	22	1	15	193	22	215	...
Number of Scholars on the rolls on 31st March who were	*Hindús*	Patiála	8	933	326	1,638	17	...	...	2,905	17	2,922	734,902
		Baháwalpur	34	298	59	256	...	...	41	688	...	688	91,272
		Jínd	...	26	...	141	...	...	86	253	...	253	210,627
		Kapúrthala	...	233	235	332	...	...	...	800	...	800	82,900
		Farídkot	...	...	...	...	...	...	...	...	...	...	27,463
		Total	42	1,490	620	2,367	17	...	127	4,646	17	4,663	11,47,164
	Sikhs	Patiála	1	63	70	369	36	...	...	503	36	539	408,141
		Baháwalpur	4	12	1	15	...	...	...	32	...	32	1,678
		Jínd	...	5	..	8	...	...	7	20	...	20	4,335
		Kapúrthala	...	48	31	113	...	...	...	192	...	192	26,493
		Farídkot	...	...	...	...	...	...	...	...	...	...	40,187
		Total	5	128	102	505	36	...	7	747	36	783	480,834
	Muhammadans.	Patiála	1	359	121	770	401	...	...	1,251	401	1,652	321,354
		Baháwalpur	34	162	77	875	20	35	106	1,289	20	1,309	480,274
		Jínd	...	6	.	21	...	...	4	31	...	31	34,247
		Kapúrthala	..	111	127	437	...	...	...	675	...	675	142,974
		Farídkot	...	...	...	...	...	...	...	...	...	...	29,035
		Total	35	638	325	2,103	421	35	110	3,246	421	3,667	1,007,884
	Other religions.	Patiála	...	...	...	11	...	...	...	11	...	11	3,036
		Baháwalpur	..	3	...	1	...	...	...	4	...	4	270
		Jínd	...	...	...	...	...	...	...	...	...	...	653
		Kapúrthala	...	...	...	...	...	...	...	...	...	...	250
		Farídkot	...	...	...	...	...	...	...	...	...	...	349
		Total	...	3	...	12	...	...	...	15	...	15	4,558
	Total	Patiála	10	1,355	517	2,788	454	...	...	4,670	454	5,124	1,467,433
		Baháwalpur	72	475	137	1,147	20	35	147	2,013	20	2,033	573,494
		Jínd	...	37	...	170	...	...	97	304	...	304	249,862
		Kapúrthala	...	392	393	882	...	...	...	1,667	...	1,667	252,617
		Farídkot	...	...	...	...	...	...	...	...	...	...	97,084
		Total	82	2,259	1,047	4,987	474	35	244	8,655	474	9,128	2,640,440
Numbers who were learning	*English*	Patiála	10	1,355	...	...	...	...	...	1,365	...	1,365	..
		Baháwalpur	31	209	...	...	...	...	...	240	...	240	...
		Jínd	...	22	...	...	...	...	..	22	...	22	...
		Kapúrthala	...	211	52	...	.	...	...	263	...	263	..
		Farídkot	...	...	...	...	...	...	...	...	...	...	...
		Total	41	1,797	52	..	...	...	...	1,890	...	1,890	...
	Arabic, Persian and Sanskrit.	Patiála	10	123	1,688	...	...	...	...	1,821	...	1,821	...
		Baháwalpur	97	247	52	346	5	...	...	742	5	747	...
		Jínd	...	22	.	41	...	...	15	78	...	78	...
		Kapúrthala	...	164	341	882	...	...	...	1,387	.	1,387	...
		Farídkot	...	...	...	...	...	...	...	...	...	...	...
		Total	107	556	2,081	1,269	5	...	15	4,028	5	4,033	...
	A vernacular language.	Patiála	...	312	103	4,420	...	...	...	4,646	...	4,646	...
		Baháwalpur	52	406	..	1,058	20	35	...	1,551	20	1,571	...
		Jínd	...	37	...	170	..	...	97	304	...	304	...
		Kapúrthala	...	17	...	...	...	...	...	17	...	17	...
		Farídkot	...	...	...	...	.	...	...	...	...	...	...
		Total	52	583	103	5,648	20	35	97	6,518	20	6,538	...

NOTE.—The so-called Egerton College at Baháwalpur is in reality only a High Anglo-Vernacular School.

FORM No. II.

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS IN CERTAIN NATIVE STATES ON 31ST MARCH 1888.

			Number of schools.	Number of scholars on the rolls on 31st March 1888.	High Department.		Middle Department.		Upper Primary Department.			Lower Primary Department.						Total.		
												Reading printed books.			*Not reading printed books.*					
					Boys.	Total.	Boys.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
	1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
High and Middle School.	English. Boys.	Patiála ...	10	1,355	20	20	163	163	1,172	...	1,172	...	...	...	...	...	...	1,355	...	1,355
		Baháwalpur ...	6	547	72	72	475	475	...	...	...	...	...	...	...	...	...	547	...	547
		Jínd	1	37	...	...	5	5	17	...	17	12	...	12	3	...	3	37	...	37
		Kapúrthala ...	1	339	37	37	86	86	108	...	108	108	...	108	...	...	...	339	...	339
		Farídkot ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	18	2,278	129	129	729	729	1,297	...	1,297	120	...	120	3	...	3	2,278	...	2,278
	Vernacular for Boys.	Patiála ...	6	517	5	5	60	60	452	...	452	...	...	...	...	...	...	517	...	517
		Baháwalpur ...	2	137	...	...	137	137	...	...	...	...	...	...	...	...	...	137	...	137
		Jínd	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Kapúrthala ...	4	340	...	...	89	89	89	...	89	162	...	162	...	...	...	340	...	340
		Farídkot ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	12	994	5	5	286	286	541	...	541	162	...	162	...	...	...	994	...	994
	Total High and Middle Schools.	Patiála ...	16	1,872	25	25	223	223	1,624	..	1,624	...	...	...	...	...	...	1,872	...	1,872
		Baháwalpur ...	8	684	72	72	612	612	...	...	...	...	...	...	...	...	...	684	...	684
		Jínd	1	37	...	...	5	5	17	...	17	12	...	12	3	...	3	37	...	37
		Kapúrthala ...	5	679	37	37	175	175	197	...	197	270	...	270	...	...	...	679	...	679
		Farídkot ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	30	3,272	134	134	1,015	1,015	1,838	...	1,838	282	...	282	3	...	3	3,272	...	3,272
Primary Schools for—	Boys.	Patiála ...	75	2,788	...	...	...	...	2,788	...	2,788	...	...	...	...	...	...	2,788	...	2,788
		Baháwalpur ...	38	1,147	...	...	...	...	...	...	...	1,147	...	1,147	...	...	...	1,147	...	1,147
		Jínd	4	170	...	..	...	...	41	...	41	41	...	41	88	...	88	170	...	170
		Kapúrthala ...	29	882	...	...	...	...	223	...	223	659	...	659	...	...	...	882	...	882
		Farídkot ...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	146	4,987	...	...	...	...	3,052	...	3,052	1,847	...	1,847	88	...	88	4,987	...	4,987
	Girls.	Patiála ...	21	454	...	...	...	...	...	454	454	...	...	...	...	...	...	...	454	454
		Baháwalpur ...	1	20	...	...	..	...	...	...	...	...	20	20	...	...	..	...	20	20
		Jínd	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Kapúrthala ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Farídkot ...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	22	474	...	...	...	...	...	54	454	...	20	20	...	...	...	...	474	474
	Total Primary Schools.	Patiála ...	96	3,242	...	...	...	...	2,788	454	3,242	...	...	...	...	...	...	2,788	454	3,242
		Baháwalpur ...	39	1,167	...	...	...	...	...	...	...	1,147	20	1,167	..	...	...	1,147	20	1,167
		Jínd	4	170	...	...	...	...	41	...	41	41	...	41	88	...	88	170	...	170
		Kapúrthala ...	29	882	...	...	...	...	223	...	223	659	...	659	...	...	...	882	...	882
		Farídkot ...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	168	5,461	...	...	...	...	3,052	454	3,506	1,847	20	1,867	88	...	88	4,987	474	5,461
	Grand Total.	Patiála ...	112	5,114	25	25	223	223	4,412	454	4,866	...	...	...	...	...	...	4,660	454	5,114
		Baháwalpur ...	77	1,851	72	72	612	612	...	...	...	1,147	20	1,167	...	...	...	1,831	20	1,851
		Jínd	5	207	...	..	5	5	58	...	58	53	...	53	91	...	91	207	...	207
		Kapúrthala ...	34	1,561	37	37	175	175	420	...	420	939	...	929	...	...	...	1,561	...	1,561
		Farídkot ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	198	8,733	134	134	1,015	1,015	4,890	454	5,344	2,129	20	2,149	91	...	91	8,259	474	8,733

* Excluding the Sanskrit and Gurmukhí students :—
Sanskrit =89.
Gurmukhí =17.

Appendix E.

Statistics of Education for certain Native States.

FORM No. III.

RETURN OF INDIGENOUS SCHOOLS IN CERTAIN NATIVE STATES FOR THE YEAR 1887-88.

			Advanced Schools Learning		Elementary Schools.					Remarks.
			Arabic or Persian.	Sanskrit.	For boys.	For girls.	Total.	No. of girls in boys' schools.	No. of boys in girls' schools.	
1			2	3	4	5	6	7	8	9.
No. of Institutions		Patiála ...	...	...	...	...	...	...	...	
		Bahawalpur ...	19	2	208	9	238	...	...	
		Jínd ...	...	...	6	...	6	...	...	
		Kapúrthala ...	2	...	156	3	161	...	...	
		Faridkot ...	2	1	...	...	3	...	...	
		Total ...	23	3	370	12	408	...	...	
Number of Scholars on the rolls on the 31st March who were	*Hindús*	Patiála ...	...	...	...	...	...	...	...	
		Bahawalpur ...	32	30	64	...	126	...	...	
		Jínd	...	...	86	...	86	...	...	
		Kapúrthala ...	4	...	354	14	372	..	...	
		Faridkot ...	49	54	...	...	103	...	...	
		Total ...	85	84	504	14	687	..	...	
	Sikhs	Patiála ...	...	...	...	...	...	...	...	
		Bahawalpur ...	3	...	1	...	4	...	...	
		Jínd	...	...	7	...	7	..	...	
		Kapúrthala ...	...	...	72	4	76	...	...	
		Faridkot ...	47	...	...	..	47	...	...	
		Total ...	50	...	80	4	134	...	...	
	Muhammadans	Patiála ...	...	...	...	...	...	...	...	
		Bahawalpur ...	255	...	1,686	183	2,124	21	...	
		Jínd	...	...	4	...	4	...	...	
		Kapúrthala ...	3	..	1,009	18	1,030	..	...	
		Faridkot ...	17	...	...	...	17	..	..	
		Total ...	275	...	2,699	201	3,175	21	...	
	Other religions	Patiála ...	...	...	...	...	...	...	...	
		Bahawalpur ...	...	...	...	...	..	..	...	
		Jínd	...	...	...	...	...	...	...	
		Kapúrthala ...	...	...	...	...	...	...	...	
		Faridkot ...	...	...	...	..	...	...	...	
		Total ...	...	...	...	...	...	...	...	
	Total	Patiála ...	...	...	...	...	..	...	...	
		Bahawalpur ...	290	30	1,751	183	2,254	21	..	
		Jínd	...	...	97	...	97	..	...	
		Kapúrthala ...	7	...	1,435	36	1,478	12*	7*	* Detail by religion not given in the original statements received from the State.
		Faridkot ...	113	54	...	...	167	..	..	
		Total ...	410	84	3,283	219	3,996	33	7	
Numbers who were learning	*English*	Patiála ...	...	...	...	...	...	...	...	
		Bahawalpur ...	...	...	...	...	...	...	...	
		Jínd	...	...	...	...	...	...	...	
		Kapúrthala ...	...	...	...	...	...	...	...	
		Faridkot ...	...	...	...	..	...	...	...	
		Total ...	...	...	...	...	...	...	...	
	Arabic, Persian or Sanskrit.	Patiála ...	..	...	...	...	...	...	...	
		Bahawalpur ...	290	30	1,691	162	2,173	11	9	
		Jínd	...	...	15	...	15	...	...	
		Kapúrthala ...	7	...	1,079	36	1,122†	...	...	† Arabic and Persian 64 Arabic only ... 748 Persian only ... 287 Sanskrit only ... 23 1,122
		Faridkot ...	113	54	...	...	167	...	...	
		Total ...	410	84	2,785	198	3,477	11	9	
	A vernacular language.	Patiála ...	...	...	...	...	...	...	...	
		Bahawalpur ...	10	...	68	21	99	10	30	
		Jínd	...	...	97	...	97	...	...	
		Kapúrthala ...	...	...	356	...	356	.	...	
		Faridkot ...	...	...	...	...	...	...	..	
		Total ...	10	...	521	21	552	10	30	

APPENDIX F.

REMARKS BY Mr. W. BELL IN CONNECTION WITH THE REPORT ON THE CENTRAL TRAINING COLLEGE FOR 1887-88.

By Circular No. 3, Serial No. 111 of this year, I am required to forward the Report on the Central Training College and to add my own remarks with special reference to the use of the Model School, &c.

I would begin by drawing your attention to the fact that where any theories or opinions are put forward in the Report by the Principal he alone is responsible for them: they do not emanate from me, and with many of them I am not in accord. As, however, my remarks must necessarily be of the nature of opinions and suggestions, I trust that their length will be excused, this being my best opportunity of doing what I can to promote the interests of the College.

Principles Teaching.

The present Officiating Principal and the Assistant Superintendent are both fully alive to the importance of the lectures given on the Principles of Teaching, and show a laudable desire to advance their own knowledge of the subject. They do not confine themselves to mere exposition of the text-books, but give illustrations and expansions from other works. The arrangement has been continued by which the Senior and Junior English classes have been instructed in the Principles of Teaching at the same time, and I should be sorry if the Principal's suggestion that they should be separately taught were adopted. To do so would throw additional work on the staff, or withdraw much of the Principal's time from the Senior class. I look upon the Junior class as a valuable auxiliary in the training of the Senior Class, for the true test of a teacher's skill is in the Primary School and in teaching the elements of a subject. It is therefore necessary that those who are to be teachers in Secondary Schools should be, as far as possible, adepts in the work of the Primary School; the lectures given chiefly for the benefit of the Junior Class are therefore invaluable for the Senior Class also, and to a certain extent the special work of the Senior Class will react beneficially on the members of the Junior Class who should not be confined strictly to the bare requirements of the Primary School. The text-book at present in use "Currie's Common Schools Education" possesses a high value chiefly because it keeps in view the requirements of the Primary School, and a text-book which dealt only with the work of the Secondary School would *by itself* be useless for the purpose of training as teachers men who may have had no practical experience of school-work. I consider, therefore, the present arrangement not only convenient and economical, but necessary and invaluable.

In addition to exercising a general control over the work of the College, I spent several days in watching the various members of the staff at their work, in hearing criticism lessons, &c., and in examining everything that would enable me to test the present efficiency of the College. In connection with the *theoretical* training of the students, I had no cause for dissatisfaction; the students were attentive and well informed, the Principal and his Assistant were clear and impressive lecturers, and I regretted only that there were occasions in which both lecturer and students allowed themselves to use incorrect English. In training teachers for Anglo-Vernacular Schools the language used in the Training College is of paramount importance, and slip-shod phrases and incorrect idioms, if they are allowed a place there, will be found to repeat themselves in the future in all parts of the Province.

Practise of teaching.

I consider the time devoted to this part of the students' training to be amply sufficient, and do not agree with the Principal that it should be largely increased. For it must be remembered that every lecture or lesson given by any member of the Training College Staff should be a *model lesson* and that, consequently the time actually devoted to training in the Art of Teaching is much greater than that nominally shown in the time-table. It should, as a matter of course, be as profitable for the students to watch closely the methods of the Training College Staff as to watch those of the Model School Staff. I fear this fact is apt to be lost sight of, but it is nevertheless of vital importance. I watched several lessons given by the students of both the Vernacular and the Anglo-Vernacular Classes,

Appendix F
Report on the Central Training College.

and am satisfied that great attention is devoted to this part of the work by the Principal. A definite method is followed, the criticisms are systematic and accurate, and the summing up by the Principal is generally forcible and impressive. I paid particular attention to the Science lessons, and found that while the method was generally correct, the lessons failed owing to the defective knowledge of the students. I am satisfied that the students know the Science Primers well, but it is necessary that they should study a more advanced text-book than that which they are afterwards to teach to their pupils, or that the Science lecturers should largely supplement the Primers. This latter course is followed to some extent, but it was evident from the lessons given before me, more specially one on Electricity, that some of the students have not a knowledge of Science sufficient to enable them to *teach* it well. A knowledge of the Science Primers may well be required of teachers merely because it ensures a certain amount of useful general knowledge, and a certain kind of mental training. But it might be advisable in addition to the ordinary examination in Science included in the Certificate Examination, to have a higher examination in Science, success in which would *alone* entitle a student to teach Science.

Skill in handling and questioning classes.

The skill of the students in handling a class and in questioning the pupils was not conspicuously good. There were defects of voice and manner which struck me forcibly,—defects which could have been obviated with very little trouble, and which had perhaps seemed to the teachers to be comparatively unimportant. I am of opinion that improvements in these respects cannot be looked for until *every criticism lesson* is taught, not to fellow-students, but to pupils of the Model School. It has not been urged by me that this should be done, as I feared objections on the part of parents if their children were often taught by the students, instead of their regular teachers. Such objections are of course unreasonable, and it might be advisable to make the experiment I have proposed. At the same time it must be remembered, in the case of the English classes, that a lesson to fellow-students can always be given *in English*, thus enabling the teacher to increase his skill in the use of that language; but it is not necessary that the students of the English Classes should teach *every* lesson through the medium of English, and it is therefore possible to make larger use of the Model School classes in criticism lessons. Hitherto the system in vogue during the first years of the Training College has been followed; I have now ordered that the system should gradually assimilate itself to the one I have suggested above. It will then be possible, on seeing a student at work, to judge what his actual skill in questioning is, because he will be working under the very conditions which obtain in ordinary school-work.

I would here point out what is one of the most gratifying circumstances in connection with the technical training of the students, *viz.*, that, for the first time in the history of the institution, the students of the Vernacular Class have shown themselves equal, if not superior, to those of the English Classes. This I attribute to the fact that many of the members of the English Classes have only a spurious interest in teaching work, that almost none of them have had any previous experience in teaching, and that the Vernacular Class has been almost entirely throughout in the hands of Lala Umrao Singh, who has now acquired an adequate knowledge of his duties and has thrown himself heart and soul into the work. The lessons taught by the students of the Vernacular Classes, so far as I witnessed them, were superior in matter and method to those taught by the English Students, and the written notes of their lessons submitted to me were fuller, more painstaking, and more skilfully constructed.

Defective teaching of Persian and Urdu.

I would point out, however, the great loss to the students arising from the present method of teaching Urdu and Persian. These are still the weak subjects of the institutions, and at the last Certificate Examination the results in them were not satisfactory. In every other subject the methods in vogue in the Training College are an advance upon those *ordinarily* employed throughout the Province, but in Urdu and Persian the methods make no pretence of being either correct or enlightened. I watched the teacher at work and found that he still makes no attempt *to teach* the subjects; words were passed over by the pupils of which they knew the secondary meaning, but not the original meaning and derivation. Doubtless there were other defects which my insufficient knowledge did not enable me to detect, but when I saw about twelve pages of the Persian Course gone through in less than an hour, I knew that there had been no proper teaching; no student took any notes because none were given,

Appendix F.

Report on the Central Training College

and the only difficulties dealt with were those raised either by myself or one of the students. Were it not for this weakness—a great one in the training of *Vernacular* teachers—I would unhesitatingly commend the training undergone by the present Vernacular class.

Use made of Model School.

Large use is made of the Model School; the students in rotation assist in teaching the classes and watch the staff at work. This is a greater advantage than was formerly enjoyed by the students, as each class of the Model School is now located in a separate room where the most favourable conditions for instruction are secured; and the addition of a High Department has secured one of the essentials in the training of Masters for Secondary Schools. I do not consider, however, that the discipline of the Model School is of a very superior kind, and the headmaster is not fully alive to his influence as one of the most important agencies in the Training College. The location of the Model School and Training College in one commodious institution has done something to promote the sense of unity of aim and work between the staff of the Training College and that of the Model School, and if the headmaster would recognise the fact that his school ought to be *a model* not only in methods of teaching and in discipline, but also in such matters as *cleanliness*, *punctuality*, &c., the full benefits of the fine new building would be secured for the students of the Training College. I am of opinion, however, that the Model School will become more and more popular, and will in time exercise a more marked effect for good upon the Training College of which it is essentially a part.

Calibre of students.

I have seen nothing to warrant me in believing that the intellectual calibre of the students is decidedly inferior to that of previous years, as asserted by the Principal. The Junior English Class shows marked intelligence in conversation on general topics; the Senior English Class contains only two teachers but otherwise its composition is similar to that of former years; and the Vernacular Class is by no means inferior. The total number of teachers in the various classes is the same as last year, though on this occasion the Principal has rightly placed in the Junior Class men who, in previous years, would have been allowed to enter the Senior Class. It is earnestly to be hoped that these men will strive to qualify themselves in the immediate future for admission to the Senior Examination, either with or without a second year's attendance at the Training College.

Physical Training, &c.

Much time has been given to Physical Training during the year, and fair results obtained. The instructor has brought both the students of the Training College and of the Model School to a fair stage of proficiency in gymnastic exercises, but I regret that he is unable to teach military drill. He has tried to do so, but his words of command are in most cases wrong, and the positions are often incorrect. He was chosen for his skill in gymnastics but he is unsuited for the Training College. At the Lahore Normal School the pupils are instructed by a sepoy and the difference in efficiency is apparent. It is extremly necessary that those who have to teach drill should have an opportunity to learn it at the Training College; at present they have no such chance, and no student now in the College is qualified to receive a certificate.

The health of the students has suffered somewhat from defective boarding accommodation. As the College has no boarding-house, the Principal is deprived of the opportunity of carrying out many arrangements that would have an excellent influence on the students as future headmasters, District Inspectors, &c.

Translation department

This department of the Training College has not had work of much importance entrusted to it during the year, chiefly because the Text-Book Committee has not supplied it with material.* Unless the Text Book Committee under its new constitution decides to employ the Translators of the Central Training College more fully, it would be advisable that the staff of the Training College should devote its whole time to teaching-work, and that in future appointments to vacancies in that staff should be made solely with regard to the candidate's skill in teaching.

* *Note by D. P. I.*—The Assistant English Masters are required to devote a portion of their time to translation and the compilation of text-books. There is an urgent need for many new books, and amongst them Geographical Readers hold an important place. Such readers have been supplied by the staff of the Central Training College for the majority of districts, but not for all, and those dealing with the Punjab, with India and with other parts of the world have not yet been taken in hand. When extended courses in Science and other subjects are introduced the masters of the Training College will have no time to devote to work of this description beyond the translation of orders and circulars and the requirements of training institutions for which various books and cabinets for object lessons and their appliances still remain to be supplied.

Appendix F.

Report on the Central Training College

Conclusion

"I have much pleasure in referring to the zeal and conscientiousness displayed by the Principal and his staff during the year: no effort has been wanting on their part to secure the best possible results; and, barring a slight tendency to the *mechanical* application of methods of instruction, I consider the students of the Central Training College to be under a system of preparation which is sure to have much good influence on the education of the Province. The institution is hampered by the fact that many of its students enter its walls solely in order to enjoy a scholarship, but this difficulty will disappear if it is made apparent that, for the responsible work of the Education Department, men require not merely to hold teachers' certificates but to be, in addition, *trained* teachers.

9th June 1888. W. BELL.

STATISTICAL STATEMENT OF THE CENTRAL TRAINING COLLEGE LAHORE.

			1886-87.	1887-88.	Increase.	Decrease.
Number of Scholars at the close of the year.	Senior Anglo-Vernacular Class ..	Teachers	9	2	.	7
		Others	15	13	...	2
		Total	24	15	..	9
	Junior ditto ditto ...	Teachers	.	6	6	...
		Others ...	14	16	2	...
		Total	14	22	8	...
	Senior Vernacular Class ..	Teachers	3	4	.	
		Others	28	28	1	
		Total	31	32	1	...
	Total	Teachers	12	12		...
		Others	57	57	.	..
		Grand Total	69	69	.	..
Expenditure.	On establishments and contingencies.	From Provincial Revenues	13,626	12,803		823
		,, Others sources	60	360	300*	.
		Total ..	13,686	13,163		523
	On stipends.	From Provincial Revenues	7,317	7,204		113
		,, District Funds ..			.	
		,, Municipal Funds .		.	.	
		,, Other sources .	.		..	
		Total ..	7,317	7,204	...	113
	Grand Total .		21,003	20,367	.	636
Results of Examination.	Senior Anglo-Vernacular Certificate Examination .. .		15	17	2	
	Junior Anglo-Vernacular Certificate Examination . ..		10	11	1	
	Senior Vernacular Certificate Examination		15	16	1	
Number of Government stipendiaries .			57	57		..
Ditto other stipendiary students			.			...
Ditto non-stipendiary students			..	..		.

* Pay of the Gymnastic Master received from the Lahore Municipality.

REPORT ON THE CENTRAL TRAINING COLLEGE FOR THE YEAR 1887-88.

I took over charge of this institution from Lálá Sagar Chand, on the afternoon of the 14th March 1888, and Lálá Munshi Lál assumed charge of the duties of the post of the Assistant Superintendent on the forenoon of the 27th idem.

Number and distribution of scholars.

The number on the rolls at the close of March 1888 was 69, being the same as in the previous year. In the Senior English Class, the number of students reached its maximum in November when there were 20 on the rolls; 2 teachers and 18 stipendiaries. Of these 18, 3 were B.A.'s, 1 failed B. A., 3 F.A.'s, and 11 failed F.A.'s. In December and January five students left the College, *viz.*, 2 B.A.s, 1 failed B.A., 1 F.A., and 1 failed F.A.

The Junior English Class was fully formed in October, and there has been little fluctuation in the number of students in this class. It consists of Entrance passed men.

The Senior and Junior English classes are taught Principles and Practice of Teaching together. I think they require to be separated in these subjects also. Currie's Manual of Common School Education, which is mainly followed in the Training College, is rather difficult for the students of the Junior Class; for these there ought to be a simpler book dealing more fully with the work of the Primary School. According to the present arrangement the two classes together have six hours a week for practice of Teaching or, which amounts to the same thing, each class has three hours a week. I would suggest that the two classes should have four hours a week separately and two hours a week conjointly. In this way the students of each class would be able to give five practical lessons in a week instead of three. The Practice of Teaching is really the most important part of the course of the Training College.

The Senior Vernacular Class was not in full working order till January. Students from some districts joined very late. Two men from the Kángra District came as late as January, fully two and a half months after the commencement of the session. The average ability of the students of this class is similar to that in the previous year.

Expenditure.

The total expenditure of the institution for the year under report amounted to Rs. 20,367 against Rs. 21,003 in the previous year, showing a decrease of Rs. 636. It would also appear from the statement given in the beginning of this report that the expenditure from the Provincial revenues, this year, is less by Rs. 936 than in the previous year. This decrease is chiefly due to the reduction in the First Translator's pay, and to the fact that the Principal, in this session, has drawn his pay at the rate of two-thirds of the pay of the post.

Stipendiary and non-stipendiary students.

Out of 69 students on the rolls on the 31st March 1888, 57 were stipendiaries and twelve (12) teachers sent in for training, whose substitutes were paid from the Training College. There was no non-stipendiary student. There seems to be great competition for the Government stipends tenable in this College. There are about 30 stipends in both the English classes. This year there were 89 candidates for admission into these classes. But it may be noted that generally inferior sort of men apply for admission into the Training College such as those who do not get scholarships in the Government College, or fail at the examinations. Distinguished graduates and under-graduates, if they join the Training College, except in a few cases, never stay till the end of the session.

For the Senior Vernacular Class, men are generally selected from the Normal School passes. Those who pass the Entrance Examination or other higher examination of the Punjab University (on the Oriental side) are also taken, but there are not many applications from these.

Results of examinations, (1887-88).

Senior English Class.—Twenty-four students presented themselves for the S. A.-V. Certificate Examination, of whom 17 passed, 12 in the first grade, and 5 in the second. Of the 7 who failed, 3 failed in one subject only, *viz.*, English, Science, and School Management respectively, 1 in Science and School Management and 3 in oral English and Practice of Teaching.

Appendix F.

Report on the Central Training College.

Junior English Class.—This class sent up 14 men for the Junior A. V. Certificate Examination; of these 11 passed, 4 in the 1st grade and 7 in the 2nd, and 3 failed all in school Management.

Senior Vernacular Class.—From this class 26 men were presented for the S. A. V. Certificate Examination, of whom 16 passed, 2 in the 1st grade and the rest in the 2nd. Ten failed, 1 in Mathematics, 3 in Urdu, 2 in Urdu and Persian, 1 in Urdu and Mathematics, 1 in Persian and Mathematics, 1 in Persian, Urdu and School Management, and 1 in Urdu Mathematics, and School Management.

Criticism lessons: work in the Central Model School.

Last year Mr. Bell laid great stress on criticism lessons and practical work in the Model School. The same has been done this year, and Mr Bell's plan and method have been followed. The students of the various classes of the Training College go to the Model School where they either see the masters teaching their classes or themselves give model lessons. When a student gives a model lesson the rest of his class fellows take notes in the following form which was approved by Mr. Bell.

The form of criticism.

I.—The teacher.
II.—The class.
III.—The subject.
IV.—The apparatus, &c.

1. Preparation.	7. Illustration.
2. Delivery.	8. Explanation.
3. Language.	9. Questioning.
4. Manner.	10. Dealing with answers.
5. Discipline.	11. Result.
6. Method.	12. General Impression.

At the end of the lesson some of the students who are selected as *critics* state the merit and defects of the lesson and express their opinion on it. Then the teacher sums up the criticism and gives his own opinion. By the end of the session each student of the Training College will have given four model lessons on various subjects of instruction.

Physical Training.

During the session the students had a regular course of physical training, under Lálá Sundar Dás, Gymnastic Instructor. Special attention was paid to drill: cricket and other forms of physical exercise had their due share. Last year 16 students of the Training College qualified themselves for certificates of the 2nd grade, which were granted by the Principal.

Boarding-House.

No separate boarding-house is provided for the students of the Training College. There are 41 boarders, of whom 20 are accommodated in the upper rooms of the Tosha Khána and 21 at the Hazuri Bágh. The extra establishment is maintained from fees levied at the rate of annas 8 from the Training College boarders and of Re. 1 from the outsiders. The health of the boarders has been throughout the year very unsatisfactory.

Moral education.

The part of the course relating to moral education was fully dwelt upon. The various kinds of motives, their use in moral training and discipline, the influence of the teacher's character and example, the force of habit and its bearing on the formation of character, the relation of intelligence to morality, these and such other subjects were discussed. No opportunity was lost of inculcating right principles and right sentiments, and of enforcing these.

The conduct of the students has been very good throughout the year.

A debating club was started by the students of the Junior English Class to improve their knowledge of English, but it did not continue long.

General progress of the students.

The house examinations have been carried on regularly during the session. The results of these examinations, which have been recorded in a book, show that the students have generally made very fair progress, except a few who seem to be naturally dull. The intellectual calibre of the class is decidly inferior to that in the previous years.

Employments obtained by students.

Of the 28 men who passed the Senior and Junior A. V. Certificate Examinations from this College, 7 being teachers returned to their

appointments and the others, with two exceptions, got suitable employments. The following is a list of them :—

Seniors.

1. Tára Chand, B.A., 2nd Master, Municipal Board School, Jhang, Rs. 70.
2. Jessa Rám, B.A., Officiating Headmaster, Municipal Board School, Dera Ismá'íl Khan, Rs. 60.
3. Ladhu Mal, B.A., Officiating 3rd Master, Central Model School, Lahore, Rs. 50.
4. Nazar Muhammad, failed B.A., Officiating Assistant Professor, Government College, Lahore, Rs. 80.
5. Múl Ráj, failed F.A., Science Master, Mission School, Mooltan, Rs. 40.
6. Sultán Ahmad, failed F.A., Headmaster, Shahpur School, Rs. 40.
7. Abdul Ghani, failed F.A., Assistant Master, Mission School, Ludhiána, Rs. 35.
8. Mathra Dás, failed F.A., Special Master, Jhang, Rs. 30.
9. Nathu Rám, B.A., Headmaster, Normal Model School, Lahore. Rs. 50.

Juniors.

1. Nanák Chand, 2nd Master, Haripur School, Kohát District, Rs. 30.
2. Dhián Dás, Teacher, Ráwalpindí District, Rs. 25.
3. Fateh Chand, Mission School, Dera Gházi Khan, Rs. 25.
4. Húkm Singh, M. A. O. School, Amritsar, Rs. 20.
5. Jagan Náth, Scotch Mission School, Siálkot, Rs. 20.
6. Hem Ráj, Municipal Board School, Siálkot, Rs. 20.
7. Deva Singh, Municipal Board School, Gujránwála, Rs. 20.
8. Mulk Ráj, Middle School, Pasrúr, District Siálkot, Rs. 15.
9. Paras Rám, Teacher, Middle School, Kasúr, Rs. 20.

Transfer of the Training College to the new building.

From this session the Training College was transferred to the new building which owes its existence mainly to the munificence of Rái Mela Rám, Ráis, of Lahore.

TRANSLATION DEPARTMENT ATTACHED TO THE CENTRAL TRAINING COLLEGE.

Changes in the staff.

There have been many changes in the Translation Staff during the session. The second translator has been perpetually moving about. Practically there have been two translators instead of three. Till the beginning of this month Lálá Jiyá Rám was the first translator. The post of the second translator has been held at various times by Munshi Barkat Ali, Lálá Súraj Narain, and Munshi Umr-ud-dín. Lálá Lachhman Dás, the 3rd translator, joined the Central Training College on the 5th of November 1887.

The following is an outline of the work done by the translating staff during the session :—

1.—Compilations.

1.	Geography of the	Jhang District.	By Lálá Jíyá Rám.
2.	„	Gujrát „	
3.	„	Jehlum „	
4.	„	Montgomery „	
5.	„	Hoshiárpur District.	By Lálá Lachman Dás.
6.	„	Hissár „	

Appendix F.

Report on the Central Training College.

II.—Translation into Urdú.

1. Chapter IX. of the Punjab Education Code by Lálá Súraj Narain.

2. The Way to Health translated by Lálá Lachhman Dás, and revised by Lálá Jíyá Rám and Munshí Umr-úd-dín.

3. A number of Educational Circulars.

III.—Books reported on.

Here follows a list of 52 books.

Books revised.

Geography of the Amritsar District.
" Delhi "
" Gurdáspur "
" Gujránwála "
" Jullundur "
" India Part II (almost re-written) by Munshi Umar-ud-dín.

Proofs corrected.

The proofs of the English Manual of Mensuration and the Urdú Manual of Arithmetic for Patwáris (1st 44 pages) were passed through the press.

UMRAO SINGH,
Offg. Principal, Central Training College.

Dated Lahore, the 31st May 1888.

APPENDIX G.

Appendix G.
Report on the Lahore Veterinary School.

REPORT ON THE LAHORE VETERINARY SCHOOL.

I have the honour to submit the Annual Report on the Lahore Veterinary School for the past official year 1887-88. It will be seen by a reference to the statistics, there has been a falling off in the number of students attending the school in the present official year compared with the preceding, and this reduction in number may be traced to two causes.

A.—The number of students attending the school and their distribution amongst the different classes.

In the first place fewer students entered the school within the last two years, while at the same time a larger number of candidates passed out as Veterinary Assistants in the official year of 1886-87.

As the course of study is limited to two years, the distribution of classes has to be arranged accordingly, *viz.*, into first and second year students.

Independent of this, it would be impossible to adopt any other course owing to the paucity of teachers on the present strength of the school.

Students of the second year not found sufficiently well up to the mark at the close of their studies, are relegated to the 1st year class, and rejected candidates in the same way are sent back to the second year class, to study over again the subjects in which they have failed at the final examination.

B.—Expenditure on the school.

The decrease in the expenditure of the school, amounting to Rs. 1,560, under the heading of Imperial Revenues, is due solely to the saying effected by the retirement of Assistant Professor Burke, at the commencement of the last winter session in October 1887, no other teacher having been appointed in Mr. Burke's place.

The increase in expenditure under Provincial Revenues, amounting to Rs. 638 in excess of that of 1886-87, has been caused by the extra purchase made of subjects for dissection and for the operative classes, also to the increase of expenditure at the final examination in April 1887, which was found essential to meet the requirements by the Board of Examiners in testing the qualification of candidates at the "Practical Examination."

There was also extra expenditure incurred by the admission of a larger number of "free patents" for practical purposes and clinical instruction in the summer session of 1887.

With reference to the decrease in the expenditure from District Funds, this is due to the reduced number of students sent by District Boards; these funds being expended solely on stipends for the support of students during their period of study at the school.

The increase of Rs. 84 under the heading "Municipal Funds," being a grant of one extra stipend by the Hissár Municipality of Rs. 7 a month shown in the statement of expenditure in the present year.

C.—Fees.

There is no revenue from this source paid to the credit of the school by students.

D.—Scholarships and stipends.

There are only two scholarships given by the Imperial Government which are conferred on students who show general proficiency, or merit high marks in the monthly examinations in the school on special subjects during the summer and winter sessions.

The number of stipends conferred by District Boards and Municipal Committees show a decrease of 7 for the past year 1887-88 compared with that of the preceding year. This decrease is due to temporary causes, and it is hoped in future that these grants may be given with a more liberal hand as there is ample scope for the employment of qualified Veterinary Assistants all over the Province.

E.—Results of examination.

The decrease in the number of passed graduates under this heading is chiefly due in the opinion of the Board of Examiners appointed in April 1888, to an insufficient staff of teachers at present in the school.

Independent of this cause, however, I am of opinion that the class of students sent up for final examination this year were not up to the same standard mentally as compared with the candidates of 1886-87.

Appendix G.

Report on the Lahore Veterinary School.

Amongst the batch examined this year there were several amongst them kept back from previous years, owing to their inability to master all the subjects in the curriculum.

A large number of the candidates in the final examination this year showed a great want of knowledge of animals on first entering on their studies, and the time it takes to impart this insight and perception of the habits of domestic animals to students interferes in a great measure with progress in their studies in other subjects, and hence such students labour under a double disadvantage and many never acquire the tact requisite to handle animals thoroughly well, and in some cases never become expert practically as Veterinary Assistants.

F.—Attainments of students on first entering.

Last year an endeavour was made to obviate this drawback in the physical training of students by instituting an examination on the special subject of familiarity with animals on first entering the school, in addition to the educational test required, and the school had the opportunity on that occasion of selecting more likely men as students, taken chiefly from the agricultural or village class which, it is to be hoped, will show better results by and bye.

With these advantages the course of training in this special line would be much easier, and a great saving of time in the course of study might be saved.

Well educated students no doubt master the theory of subjects, such as Bovine and Equine Pathology and Veterinary Surgery, Anatomy and Physiology far quicker than others whose primary education has been limited or deficient, but in the absence of familiarity with animals on first entering the school, the training of such pupils for Veterinary Assistants requires an immense amount of painstaking labour which in the absence of a sufficient number of teachers, it is found extremely difficult to carry out efficiently, and it is not possible with the present strength of the staff to devote a sufficient time for this purpose to each individual pupil.

Some military students have hitherto entered the school rather advanced in life, and men of this class never can comprehend or grasp sufficiently well such subjects as Anatomy and Physiology.

G.—Other points of interest.

The course of study embraces Anatomy and Physiology, Elementary Chemistry and Materia Medica, Bovine Pathology and the study of other animal diseases, Equine Surgery and Medicine and Practical Veterinary Surgery as applicable to all domestic animals and some technical training in the principles and practice of shoeing, and minor operations, and the mode of handling animals, also special teaching on the subject of soundness and unsoundness in horses and form and action.

Men of good education with some knowledge of animals as well are required to master all these subjects, and unless both qualities are combined with quick observing power as well, on the part of the pupils it is well nigh impossible to turn out first class Veterinary Assistants.

There is a constantly increasing demand for the services of qualified graduates with fairly remunerative salaries varying from 25 to 45 rupees per mensem and new appointments are being made frequently of late, as public bodies begin to find out the value of well trained men in this line of life, and it is satisfactory to report that a good number of the passed graduates from this school are favourably reported upon both in Civil and Military employ.

G. KETTLEWELL, Insp. Vety. Surgeon,

Principal, Lahore Veterinary School.

APPENDIX H.

Appendix H

Report on the Mayo School of Art.

REPORT ON THE MAYO INDUSTRIAL SCHOOL OF ART, LAHORE.

I have the honour to submit a brief report of the working of the Mayo School of Art for the year 1887-88.

Number of students.

The number of students on the rolls on the 31st March 1888 was 81, and the average daily attendance was 67.

This is a decrease of 5 on the enrolled number of last year, but a notable increase of 7 in the average daily attendance.

Distribution of students with regard to subjects of instruction.

The distribution of students with regard to special subjects of instruction was as follows—

I. *General Drawing and Decorative Design, Munshi Sher Muhammad Teacher, 1st Class,* advanced 15 pupils. Two of this class study figure drawing. Ten learn architectural drawing and coloring with free-hand, pen-drawing for lithography, &c., 2 learn modelling and casting. All have passed through a course of practical Geometry, 15 learn perspective.

2nd Class,—Elementary : 26 *pupils.*

Nine of above learn practical Geometry under a Monitor teacher, from 10 to 12 daily.

Elementary and advanced outline for all, from the round and flat copies free-hand and elementary architecture.

II. *Wood carving* : *Architectural Drawing, &c., Bhai Rám Singh, Teacher, 1st Class,* advanced 10 pupils. All are fairly skilled Wood-carvers and their time is equally divided between carpentry and wood-carving and architectural drawing, design and in model drawing, free-hand : 8 learn Geometry.

2nd Class—30 pupils.

Elementary free-hand drawing from copies. Elementary Geometry Elementary wood-carving. Geometry from 10 to 11 A.M., and drawing from 11 A.M. to 1 P.M. Wood-carving from 1 P.M. to 4 P.M. Elementary reading, writing and Arithmetic from 8 to 10 A.M.

III. *Modelling and casting in plaster. Mr. G. P. Pinto, Teacher.*— Six students who also attend other classes.

Expenditure.

EXPENDITURE.

	Rs.	A.	P.
Establishment	12,972	0	0
Contingencies	408	13	0
Stipends	1,585	4	4
Total	14,966	1	4

The above was met from Provincial funds.

FROM OTHER SOURCES.

Stone clay from the School Earning Fund	60	0	0
Scholarships from various Municipalities and District Boards	484	9	0
Total	544	9	0
Grand Total	15,510	10	4

Stipends and scholarships.

Under this head, it will be seen from the statement of expenditure that the stipends and scholarships available are of two classes,—one provided by Provincial funds and one contributions by Local Bodies.

In the first class, 35 students, receive stipends, that is to say —

1	Rs.	10	
7	„	7	each.
1	„	6	„
8	„	5	„
3	„	4	„
2	„	3	„
4	„	2	„
9	„	1	„

Appendix H.

Report on the Mayo School of Art.

The Municipality of Delhi contributes Rs. 7 a month for one advanced student. Amritsar Rs. 20 for two advanced students. Hoshiárpur Rs. 6 (in abeyance at present) Chiniot (Jhang) Rs. 5 for one student. Siálkot District Board Rs. 10 for two students, Gujrat District Board Rs. 6 for one: 39 students received no scholarships.

Success of students in obtaining employment.

I mentioned in last year's report that two advanced students were training for the Archeogolical Survey Service. They have left during the year, and I hear good accounts of their work under Mr. C. J. Rodgers, Archœological Surveyor to Government. Another skilled artizan draughtsman has joined the Archœological Survey of the North-Western Provinces, and is now at work at Lucknow. A fourth advanced student is at work in the drawing office of Mr. F. J. E. Spring, Executive Engineer, Chenáb Bridge, Moultan. I venture, to quote from a letter received from that gentleman, the following remarks: "I have an artizan draughtsman, a carpenter by trade, from the Mayo School of Art, who is in his own line, and for his pay a very capable and useful man. He is just the class of man we much need in the Public Works Department to replace the old style of 'Tracer.' The latter, has as a class no real knowledge of the things he draws and thinks of them only in the plane of his paper, whereas your Lahore carpenter draughtsman sees the things he is drawing as they actually are, and is therefore the man we have long wanted."

Mr. Spring goes on to say that he would like another and better educated man who could read and write English, to take general charge of the drawings in his office. As I have frequently remarked in previous reports, it is a great hardship on the artizan classes, who alone in this country have a natural aptitude for construction and design in its true sense, that they should be kept back from taking their proper place by the lack of general knowledge.

Attainments of the student on joining and their general progress during the year.

The standard of general attainments of the students on joining is not high. Of the applicants for admission who have passed educational standards, but few show any aptitude for our work. The greater part have had scarcely any educational advantages. The general progress during the year of both the junior and advanced classes has been good. Towards the close of the year, I required all those who were in receipt of stipends to bring every Monday morning sketches from nature, plants, objects or buildings done out of school hours at home. This arrangement conveys a good idea of the real progress that is being made, and I found, as I had expected, that in some cases, the effect of daily teaching was almost painfully superficial. A continuance of the practice has already led to improvement, and a more sound appreciation of the general drift of art teaching.

Glasgow Exhibition.

We were entrusted during the year with the expenditure of Rs. 5,000 on a collection of objects of Punjab production for the Glasgow Exhibition, but this did not materially interfere with the work of the School.

Proposals for general technical instruction

The preparation of courses of instruction in Elementary Geometry, free-hand drawing and carpentry for introduction into ordinary and industrial schools, occupied myself and my assistants Munshí Sher Muhammad and Bhái Rám Singh in anticipation of the movement shortly to be made towards the popularizing and extension of technical instruction. Whether such instruction should be introduced into all schools or confined to those of an industrial character is not a question for me to discuss. The important work of preparing the courses and fixing progressive standards for both general and industrial schools is well in hand.

School building.

The School premises are inconvenient and insufficient for our growing work; the iron framed, thatched barrack in which at present both wood-work and architectural drawings are carried on being especially ill adapted for its purposes.

Boarding-house.

The advantages of a boarding-house for our youths from a distance, (about 15 in number)) have been frequently urged upon me, but while admitting the advantages, I fear there is an insuperable pecuniary difficulty in the way.

Gift of a silver medal by the Earl of Dufferin.

On the occasion of his last visit to the Mayo School of Art, His Excellency the Viceroy, while expressing his approval of the School work, was pleased to present a silver medal to be awarded in the School.

[J. L. KIPLING,

Principal, Mayo School of Art, Lahore.

APPENDIX J.

REPORT OF THE SUPERINTENDENT OF THE EDUCATIONAL PRESS.

Appendix J

Educational Press and Text-Book Department.

1. At the commencement of the year under report the balance due by Messrs Gillon. & Co., on account of books sold or held on commission sale amounted to Rs. 56,123-11-4.*

Of this they paid Rs. 18,497-2-10 direct into the Treasury, and Rs. 1,945-1-3 through Munshí Gulább Singh (for books sold to him), and they transferred to the latter stock of the value of Rs. 35,681-7-3.†

They returned also, after the accounts had been closed, books of the cost price of Rs. 126-8-0 which had been obtained for the Department from England, and for which credit has been given to Messrs. Gillon & Co., in the account of Secretariat books (*vide* Statement No. I.)

From part (2) of this statement it will be seen that the sum due on 31st March 1887 for books and furniture purchased outright, amounted to Rs. 8,333-8-0 including books worth Rs. 135-8-0 supplied, but not shown in the last account. Of this they have paid the sum of Rs. 2,375-6-8* and returned books of the net value of Rs. 5,958-1-4. The latter have been made over to Munshí Gulább Singh on commission sale.

2. Their liabilites on account of Secretariat books amounted to Rs. 2,101-6-10, including books of the value of Rs. 305-14-10 supplied last year, but omitted from the account through an oversight.

Of this the sum of Rs. 593-6-10 was realized towards the close of the year under report and books of the net value of Rs. 1,357-3-3 were returned; and a sum of Rs. 126-8-0 on account of books returned, as stated above, has been credited to this account.

Allowance has also been made for the difference in the price of 25 copies of Moore's Family Medicine which were issued at Rs. 4, but sold by the firm for Rs. 3 a copy to officers drawing salaries below a certain amount.

Thus there remains a trifling balance of Re. 1-12-9 still due by the firm on this account (*vide* Statement No. I, part (3.)

3. Statement No. II shows the account with Munshí Gulább Singh.

The dealings of the Munshí with the Department have been satisfactory.

At the commencement of the year, a balance of Rs. 8,205-1-7 was due by him for books, &c., purchased outright, and Government share of copy-right in text-books.

Books of the value of Rs. 35,681-7-3 (at retail prices *minus* commission and discount) were transferred last year by Messrs. Gillon & Co., as stated above. Of these, text-books of the value of Rs. 27,300-11-6 at retail prices, as originally fixed, *minus* commission and discount, were sold to the Munshí for Rs. 19,072, which is their approximate value at cost price, *plus* 20 per cent.; this being the rate at which he was required to purchase such books according to the terms of his agreement with Government.

The remaining books of the value of Rs. 8,380-11-9 (Rs. 35,681-7-3—27,300-11-6) are held by Munshí Gulább Singh on commission sale.

The books purchased by Munshi Gulab Singh had been printed partly at the Educational Press and partly by various private firms. The late Superintendent, Educational Press, estimated their cost price at the rates charged by the Government Educational Press. At these rates *plus* 20 per cent. the price of the books would have amounted to Rs. 23,338-11-7. These rates, however, were somewhat higher than the actual cost of

---

* *Note.*—At retail prices *minus* commission and discount to purchasers at the rate of 20 per cent. The above sum therefore represents what would have been paid to Government if all the books had been sold by Messrs Gillon & Co. The retail prices of all books have now been reduced.

† *Note.*—The profits formerly realized on the sale of text-books printed in the Educational Press were shown partly as profits to the Press (being the difference between the actual cost of production and fixed rates at so many pages per rupee), and partly as profits to the Book Depôt (being the difference between the fixed rates of the Press *plus* the cost of distribution by the Book Depôt and the amount realized by sales).

Appendix J. — Educational Press and Text-Book Department.

production,* and considerably higher than the reduced rates at which books printed chiefly on country paper have been recently supplied by private Presses. Munshí Gulább Singh contended that the latter should be accepted as the basis of calculation.

A compromise was effected, and the result was that instead of the expected sum, the books referred to realized Rs. 19,072 as stated above.

Books of the value of Rs. 1,945-1-3 were sold to Munshí Gulább Singh by Messrs. Gillon & Co., from their own stock, and this amount was credited to Government as shown in Statement No. I.

The Government share of copyright in text-books published by the Munshí during the year under report, amounted to Rs. 5,156-14-4. The total sum due by the Munshí, therefore, amounted to Rs. 34,379-1-2.

Of this sum, Rs. 34,335-6-10 has been recovered during the year, leaving a balance of Rs. 43-10-4 still due to the Department.

4. It has been already stated (paras. 1 and 3) that books of the value (at retail prices *minus* commission and discount at the rate generally of 20* per cent.) of Rs. 14,338-13-1 as noted below were placed with Munshí Gulább Singh on commission sale.

The nominal value of these books at *retail* prices was Rs. 18,123-12-8.* Besides this, books of the nominal value of Rs. 10,850-15-5 have been made over to him on commission sale from the old stock of the Book Depôt. Altogether, therefore, books of the nominal value of Rs. 28,974-12-1, at retail prices, are placed with Munshí Gulább Singh on commission sale.

Messrs. Gillon & Co. were allowed 20 per cent. on retail prices for books on commission sale. Out of this they had to give 10 per cent. discount and pay the carriage to any Railway Station on all purchases above a small amount, and the balance represented commission. The books now on commission sale with Munshí Gulább Singh are mostly old editions of books not now in the Scheme of Studies, and therefore, not saleable, unless a high rate of discount is allowed, more especially as the retail price of these books generally had been fixed at the rate of 600 pages per rupee, whereas the rate for books now published is 800 pages per rupee.

It was agreed, therefore, to allow Munshí Gulább Singh 33⅓ per cent. on the retail price of these books, but even at this rate it is not probable that he will succeed in disposing of any considerable number of them.

I am, however, thinking of selling these books like those in the old stock in hand, by ready sales for one-half, one-third one-fourth and in some cases even one-fifth of the retail prices, as otherwise it would be difficult to get rid of them. A large number of books, which owing to changes in the Scheme of Studies have become useless, will have to be put up to auction.

No account has as yet been rendered of the commission sales effected during the year owing to the Munshí's having been very busy till the close of the year in arranging for the adjustment of the accounts of books and articles purchased outright, and the money due for Government share of copy-right.

5. Secretariat books of the net value of Rs. 1,357-3-3 (of which the value at retail prices amounted to Rs. 1,508) which were received back from Messrs. Gillon & Co., were made over to Munshí Gulább Singh for sale on the usual commission of Rs. 10 per cent.

6. The actual receipts credited to Government during the year on account of money recovered from Messrs. Gillon & Co., Munshí Gulább Singh and by adjustment of the outstandings of the late Educational Press, as also sales from the old stock, amount altogether to Rs. 57,318-1-10 as below :—

	Rs.	A.	P.
From Messrs. Gillon & Co.—			
Commission sales, &c.	18,497	2	10
Outright purchases	2,375	6	8
Secretariat books	593	0	10
Total ...	21,466	0	4

* Books returned by Messrs. Gillon & Co., out of those purchased outright (*vide* para. 1) .. .. Rs. 5,958 1 4

Out of books transferred by Messrs. Gillon & Co., (*vide* para 3) 8,380 11 9

Total . 14,338 13 1

In the case of books purchased outright different rates of commission were allowed on different *classes* of books; so that on the whole the commission paid on these books was a trifle over 22 per cent.

	Rs.	A.	P.			
From Munshi Gulab Singh—						
Book, &c., purchased outright	29,178	8	6			
Government share of copy-right (Rs. 326-13-4 expended for the Text-Book Committee)	4,830	1	0			
				34,008	9	6
By Superintendent, Educational Press—						
Outstandings of the Educational Press ...	743	8	0			
Sales from old stock	1,100	0	0			
				1,843	8	0
Total ...				57,318	1	10

7. During the year under report the following new books were issued by the Department :—

1. District Geography of Gurgáon.
2. Ditto Karnál.
3. Ditto Hissár.
4. Ditto Umballa.
5. Ditto Hoshiárpur.
6. Ditto Jhang.
7. Ditto Muzaffargarh.
8. Ditto Siálkot.
9. Ditto Gujrát
10. Ditto Jhelum.
11. Ditto Shahpur.
12. Ditto Ráwalpindí.

8. The Book Depôt and the Educational Press having been abolished it seems desirable to record a short notice of their transaction and the financial results during the period of their existence.

When the Book Depôt was first started, Government defrayed the expenditure on establishments, but a percentage was added to the price of the books in order to cover the cost of carriage and of the commission allowed to District Agents employed in selling them.

In 1864 Government undertook to pay those charges also, and from that time till the close of 1869-70, books were sold at cost price.

9. From 1st April 1870 Government determined that the Book Depôt, to which the Educational Press was attached, should be made self-supporting. The selling price of the stock in hand on that date was consequently so raised as to yield a fair profit.

Up to 1st April 1870 the amount drawn from the Government Treasury for the purchase of books, other charges being paid by Government, exceeded that paid into the Treasury by Rs. 46,730, and a sum of Rs. 24,205 was due for books purchased and a press and type, so that the total liabilities on that date amounted to Rs. 70,935.

10. Against these liabilities the assets amounted nominally to Rs. 1,28,220, including stock in hand of the value of Rs. 84,004 at retail prices, without deducting discount, &c., and an inefficient balance consisting of books on sale with the Headmasters and Deputy Commissioners, and shown like the stock in hand at retail prices without deducting commission, &c.

The stock itself included a large number of books which, owing to various causes, such for instance, as changes in the Scheme of Studies commanded no sale. Had the entire stock been then sold, the amount realised might probably have covered the liabilities but without leaving any surplus.

The actual value of the stock may be therefore taken at the sum of Rs. 46,730 which was due to Government on account of the excess of receipts from the treasury over the payments, and the value of books purchased but not yet paid for.

The Book Depôt thus started its business on the self-supporting basis and continued its career till 31st March 1885 when it was finally abolished.

During this period of 15 years of its existence as a self-supporting concern, the sum of Rs. 9,01,553 was drawn from Government on account of establishments, contingencies, books and materials, including cost of paper supplied by the Superintendent of Stationery, Calcutta. This togetherwith Rs. 46,730, the sum due to Government on 1st April 1870, amounts to Rs. 9,48,283.

Appendix J.—Educational Press and Text-Book Department.

The Educational Press was, however, allowed to remain up to 31st May 1885 and part of it till 31st December 1885, while the Superintendent of the Educational Press continued to arrange for the supply of books to Messrs. Gillon & Co., to whom the business of the Book Depôt had been transferred.

Accordingly a sum of Rs. 72,329 must be added on account of establishments, contingencies, purchase of books from private presses and cost of paper received from Calcutta during the years 1885-86 and 1886-87. This raises the total sum of receipts from Government to Rs. 10,20,612.

11. The money repaid to Government from 1st April 1870 to 31st March 1885, whether by cash payments, transfer entries or value of work done for Government, in departments unconnected with this department, such for example as translation and printing of the *Urdú Gazette*, amounted to Rs. 9,43,007, and the realizations from Messrs. Gillon & Co., on account of commission sales and articles purchased outright, aggregated Rs. 92,943 making a total of Rs. 10,35,950.

12. The arrangements with Messrs. Gillon & Co. having been found to work unsatisfactorily, the business of supplying text-books to Educational institutions and the public was transferred to Munshí Gulább Singh, Proprietor, Mufíd-i-'Ám Press, with effect from 1st January 1887.

The total recoveries made from the latter up to the end of the last official year, on account of books and press materials *sold* to him, amount to Rs. 39,132: Rs. 43 being still due by him, besides books of the nominal value, at retail prices, of Rs. 28,974-12-1 held by the Munshí on commission sale as stated elsewhere.

During the years 1885-86, 1886-87 and 1887-88 the Superintendent, Educational Press, paid to Government a sum of Rs. 15,962 on account of adjustment of outstandings of the Press, the work done by it for other offices and sales from the old stock.

The stock in hand including books held on commission sale by Munshí Gulább Singh is expected to sell for about Rs. 10,000 as will be presently shown.

The sum total of the money already paid and expected to be paid to Government, therefore amounts to Rs. 11,01,087 as noted below, and this exceeds the total expenditure by Government (Rs. 10,20,612 *vide* para. 11 of this report), by Rs. 80,475 which represents the net profit secured to Government during the 15 years of the existence of the late Book Depôt. This gives an annual profit of Rs 5,365. If we deduct Rs. 1,200 per annum for rent of the building occupied by the late Book Depôt and the Press, and Rs 1,000 per annum on acconnt of interest on the capital of Government, locked up in the stock, the net profit would still amount to Rs. 3,165 per annum :—

	Rs.
Credited to Government from 1st April 1870 to 31st March 1885 (*vide* para. 11)	9,43,007
Recovered from Messrs Gillon & Co.	92,943
Ditto Munshí Gulább Singh	39,132
Still due by Ditto	43
Realizations made by Superintendent, Educational Press ...	15,962
Expected realizations from sale of old stock	10,000
Total ...	11,01,087

13. When the Book Depôt was abolished in 1884-85 there was in hand a stock of the nominal value, at retail prices, of Rs. 2,03,437-15-6.

Books of the value of Rs. 1,00,729-9-0 were subsequently supplied by the Educational Press, the private presses, engaged for printing text-books, and the Government of North-Western Provinces raising the stock to the value of Rs. 3,04,167-8-6 at retail prices.

Of this stock, books worth Rs. 1,72,946-1-9 (at retail prices) were taken over by Messrs. Gillon & Co., who subsequently returned to the Superintendent, Educational Press, or transferred to Munshí Gulább Singh, books to the value, at retail prices, of Rs. 53,757-11-2.

Books of the value at retail prices of Rs. 76,513-7-4, including those transferred by Messrs Gillon & Co., as stated above, were supplied to Munshí Gulább Singh ; and Secretariat books of the value of Rs. 71,126-12-4 were transferred to the Secretariat Office or otherwise disposed of as ordered by Government.

Books worth Rs. 5,034-9-4 were sold by the Superintendent, Educational Press, so that the total value of books issued from the stock amounted to Rs. 2,71,863-3-7 as noted below, leaving stock of the nominal value, at retail prices, of Rs. 32,304-4-11 still in the hands of the Superintendent, Educational Press.

	Rs.	A.	P.
Books taken over by Messrs. Gillon & Co., (172,946-1-9 — 53,757-11-2),	1,19,188	6	7
Books supplied to Munshí Gulább Singh	76,513	7	4
Secretariat books disposed of	71,126	12	4
Books sold by Superintendent, Educational Press	5,034	9	4
Total ...	2,71,863	3	7

Of the stock made over to Munshí Gulább Singh, including books transferred by Messrs. Gillon & Co., books amounting in value to Rs. 28,974-12-1 are still held by him on commission sale.

These include 559 copies of the Urdú translation of the History of the Imperial Assemblage, Delhi, valued at Rs. 7,267-8-0.

This book secures no sale at all, yet it does not deserve to be either sold by auction or destroyed like waste paper. It would be well, perhaps, either to present the copies to libraries or to transfer them to the Secretariat office, where Government might find opportunities of making use of them

Excluding this book from our calculations, the stock in hand, together with that held on commission sale by Munshí Gulább Singh, amounts to Rs. 54,011-9-0 at retail prices, and consists mainly of old books not included in the Scheme of Studies and worn out maps for which it will be difficult to find sale.

There are, on the other hand, numbers of interesting books in good condition ; but being old editions of books of which new and cheaper ones are now available to the public, they command no ready sale except at very largely reduced prices.

Books of this description would have been disposed of in prizes for which they were, it seems, originally purchased ; but Government having suddenly discontinued the grant of prizes, the books remained in stock.

Under these circumstances all that we can safely calculate on realizing from the sale of this remnant of the stock of the late Book Depôt is a sum of say Rs. 10,000 which amounts in round numbers to about one-fifth of the retail price.

14. It has been seen that the Book Depôt has not only been self-supporting, but also a paying concern, and the profits would have been larger if the cheapening of the price of school-books had not been constantly kept in view.

The Book Depôt has been also beneficial to the cause of education, and to the public, in supplying correct editions of vernacular books printed in the best style ever known to the country and at very cheap prices.

Under the immediate supervision of Colonel Holroyd, Director of Public Instruction, Punjab, who devoted much time and attention to the subject, a system of writing and punctuation was introduced in 1878 under which all the vowel marks are indicated, sentences are punctuated, clear spaces are left between the words and between the lines, whilst the amount of matter contained in a page is greatly increased.

Plates prepared by means of photo-zincography were obtained from England for the Urdú Primer and a few Urdú Readers, whilst cheap country-made bádámí paper was substituted for the most costly English white paper in printing text-books.

All these measures contributed largely to reduce the cost of printing the vernacular books and to supply them at cheaper rates to the public.

Although text-books are now printed and issued by a private firm, it has been arranged to continue the supervision of the Department, so as to secure the observance of the new system, and the style of lithography is jealously watched and not allowed to deteriorate.

RAM KISHAN,

Offg. Superintendent, Educational Press.

No. 1.

TEXT-BOOK DEPARTMENT IN ACCOUNT WITH MESSRS. GILLON AND Co. FROM 1ST APRIL 1887 TO 31ST MARCH 1888.

(1) *Commission sale account.*

CREDIT.	Nominal value at retail price.			Net value, *i.e.*, value after deduction on account of commission.			Amount.			DEBIT.	Nominal value, *i.e.*, value at retail price.			Net value, *i.e.*, value after deduction on account of commission.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.					Rs.	A.	P.
Payments made during the year	...	...	...	...	...	...	18,497	2	10	Balance due by Messrs. Gillon and Co. on 31st March 1887 on account of stock and sale proceeds	...	...	...	56,123	11	4
Books transferred to Munshí Guláb Singh	44,601	13	0	...	...	...	...	...	...							
Less commission at 20 per cent.	8,920	5	9	35,681	7	3	35,681	7	3							
Books sold to Munshí Guláb Singh for which the latter paid into Treasury	...	...	...	...	...	...	1,945	1	3							
Books returned after the close of the accounts (cost price)	...	...	...	...	...	...	126	8	0							
							56,250	3	4							
Deduct—																
Value of books returned after the close of the account of commission sales and therefore transferred to the credit of the account of the Secretariat books	...	...	...	...	...	...	126	8	0							
Total	...	...	...	...	...	...	56,123	11	4	Total	...	...	...	56,123	11	

(2) *Account of books and furniture purchased outright.*

Payments made during the year	...	...	...	...	...	...	2,375	6	8	Balance due on 31st March 1887 on account of books and furniture purchased outright	...	...	...	8,198	0	0
Books returned	7,647	14	2													
Less commission (various rates for various books)	1,689	12	10	5,958	1	4	5,958	1	4	Books supplied but erroneously not included in the last account...	...	...	...	135	8	0
Total	...	...	...	...	...	...	8,333	8	0	Total	...	...	...	8,333	8	0

(3) *Account of Secretariat books.*

Payments made during the year	...	...	...	...	...	...	593	6	10							
Books returned	1,508	0	0	...	...	...	...	...	...	Balance due on 31st March 1887	...	...	...	1,795	8	0
Less commission at 10 per cent.	150	12	9	1,357	3	3	1,357	3	3	Books supplied but erroneously not included in the last account	...	...	...	305	14	10
Price of books returned after the close of account of commission sales and therefore credited to this account	...	...	...	...	...	...	126	8	0							
Add—																
Difference in the net price of 25 copies of Moore's Family Medicine which were issued at Rs. 4, but were sold for Rs. 3 a copy	...	...	...	...	...	...	22	8	0							
Balance due	...	...	...	...	...	...	1	12	9							
Total	...	...	...	...	...	...	2,101	6	10	Total	...	...	...	2,101	6	10

RAM KISHAN,
Mfg. Supdt., Educational Press.

No. II.

TEXT-BOOK DEPARTMENT IN ACCOUNT WITH MUNSHI GHULAB SINGH FROM 1ST APRIL 1887 TO 31ST MARCH 1888.

(1). *Books and Materials purchased outright and Government share of copy-right in text-books.*

CREDIT.	Amount.			Total.			DEBIT.	Net value as per account with Messrs. Gillon & Co.			Nominal value i.e., value at retail price.			Amount due.		
	Rs.	A.	P.	Rs.	A.	P.		Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Payments made during the year on account of books, &c....	26,178	8	6				Balance due on 31st March 1887	...	...	...	...	...	...	8,205	1	7
„ „ Government share of copy-right* ...	5,156	14	4				Books purchased outright out of those transferred by Messrs. Gillon & Co.—									
				34,335	6	10	Books transferred ... ... Rs. 35,681 7 3									
							Less books held on commission sale „ 8,380 11 9	27,300	11	6						
							Deduct—									
Balance due	...	...	...	43	10	4	Difference between the net price and the original cost *plus* 20 per cent. for which Munshí Ghuláb Singh purchased these books	8,228	11	6						
														19,072	0	0
							Books purchased direct from Messrs. Gillon & Co., and value paid to Government on account of that firm	...	...	...	...	...	...	1,945	1	3
							Government share of copy-right in books published by Munshí Ghuláb Singh	...	...	...	...	...	...	5,156	14	4
Total	...	...	...	34,379	1	2	Total	...	...	...	...	...	...	34,379	1	2

(2). *Commission sale account.*

Payments made during the year	...	...	...	...	...	...	Books held on Commission sale out of those transferred by Messrs. Gillon & Co. ... ... Rs.	10,475	14	6						
							Books received back from Messrs. Gillon & Co., out of those purchased outright ... ... „	7,647	14	2	18,123	12	8			
Balance due	...	...	...	19,316	8	1	Books supplied by Superintendent, Educational Press, from stock in hand ...				10,850	15	5			
											28,974	12	1			
							Deduct—									
							Commission, discount, &c., at 33⅓ per cent.				9,658	4	0			
														19,316	8	1
Total	...	...	...	19,316	8	1	Total	...	...	...	...	...	...	19,316	8	1

(3). *Account of Secretariat books held on Commission sale.*

Payments made during the year	...	...	...	...	...	...	Books received back from Messrs. Gillon & Co., and made over to Munshí Ghuláb Singh during the year				1,508	0	0			
Balance due	...	...	...	1,357	3	3	*Deduct*—									
							Commission at 10 per cent.				150	12	9	1,357	3	3
Total	...	...	...	1,357	3	3	Total	...	...	...	...	...	...	1,357	3	3

* Of this the sum of Rs. 4,830-1-0 were credited to Government, and Rs. 326-13-4 paid for expenses connected with the preparation of text-books and the Text-Book Committee.

RAM KISHAN,

Offg. Supdt., Educational Press.

Appendix J
Educational Press and Text-Book Department.

APPENDIX K.

REPORT ON THE WORKING OF THE PUNJAB TEXT-BOOK COMMITTEE FOR THE YEAR 1887-88.

Appendix K.

Punjab Text-Book Committee.

Membership.

During the year under report there has been no material change in the membership of the Committee. The Committee has, however, to regret the loss by death of one of its most active members, Rái Bahádur Kanhaiyá Lál, who was always ready to give a detailed and careful criticism of any book entrusted to him for report. His last official duty in connection with the Committee was the preparation of an Elementary work on Mental Arithmetic, which he completed and laid before the Committee for opinion. The present membership of the Committee could hardly be materially improved, except in so far as the proportion of "working" members could be increased; the duty of criticising and directing text-books is not of sufficient interest to attract large meetings unless the members are strongly impressed with the importance and responsibility of such work.

Secretaryship.

According to the present rules of the Committee, the Secretaryship fell vacant in September by the transfer of Mr. Bell from the Training College. At the request of the President, however, he has carried on the work pending the acceptance of the proposed reconstitution of the Committee. It seems desirable that so long as the Translation Department continues to be attached to the Training College, the Principal of that institution should be a member of the Committee. As, however, the scheme of studies in the Training College is yearly becoming more complex and elaborate, it is possible that the increased demand on the teaching hours of the staff, combined with proposed arrangements for the translation of books by independent agency, may induce the Department to discontinue the translation work in the Training College.* In view of the reconstitution of the Committee (as given in the Appendix) which will involve a more careful and more exacting performance of the duties of the Secretary, a clerk has been provisionally appointed to help in the work of the office.

Meetings.

The General Committee met three times during the year, and their time was chiefly occupied in considering proposals for the better constitution of the Committee. The Secretary had drawn up a memorandum in which he stated his opinion that, while the Committee retained its present constitution, it would not be able to benefit the educational work of the Province to any great extent. The President also issued a circular to the members of the Committee in which he put forward a proposal which would, if adopted, strengthen the hands of the Committee, render it more independent and capable of originating and carrying out schemes which involved the expenditure of money on the preparation of new books. The proposal was that the Committee should register itself as an Association under Act XXI of 1860, and should then receive, as a source of income, the profits derived from the sale of books of which the copy-right belongs to Government. The Committee unanimously resolved that the adoption of the proposal would be most advantageous, and a Sub-Committee, consisting of Mr. Baden-Powell, Colonel Holroyd, and the Secretary, was appointed with the view of drawing up standing rules, setting forth the objects of the Association, and the proposed method of working under the new constitution. The Sub-Committee did so, and their scheme was approved by the General Committee with certain additions. Should the scheme meet with the approval of Government, the Committee will find itself, at the beginning of next year's work, in a position to make rapid and important improvements in the available text-books for schools. The Committee has also approved a proposal which will empower it, not merely to prepare text-books, but to arrange its own contracts for their printing and publication.†

The additions referred to as having been made by the Committee to the constitution drawn up by the Sub-Committee are so important and likely to be so beneficial in their effects that they are here given *in extenso* :—

1.—That lists should be prepared of books of which it is considered translations would be advantageous or desirable ; and lists showing the nature and scope of new works on Oriental languages the production of which might, in the opinion of

---

* *Note by D. P. I.*—It will be quite impossible for the staff of the College to translate or compile books for use in schools for general education when additional subjects are taught in accordance with the recent decision of Government.

† *Note by D. P. I.*—Without prejudice of course to the rights of the present publisher, who holds a contract for the supply of school books for three years with effect from the beginning of 1887.

Committee, be encouraged with advantage; these lists can serve as guides for persons who may desire to promote the cause of Oriental Literature by subscribing to the funds of the Society for specific objects; and they shall accordingly be circulated among the Ruling Chiefs, the nobility and the gentry of the Province.

II.—That it shall be generally notified that the Committee is prepared to receive subscriptions that may be given: (1) either for the general purposes of the Association; or (2) for the promotion of literature in any specified language; (3) for the preparation of any important work in any language.

III.—That when the Committee strongly approve of any work which may be submitted to them in Manuscript, and consider that its publication is highly desirable, it should be within their competence to arrange for the publication of the work on behalf of the author, it should be also open to them, in special cases, if they think it desirable, to contribute towards the cost of publication. In all such cases the seal of the Association should be fixed to every copy of the work before publication, and a small percentage on the sale of the work should be charged by the Association. By affixing the seal of the Committee to every copy of the work published a double object will be gained; in the first place the excellence of the book will be guaranteed; and in the second, the author will be assured that he obtains the profit, due on account of the copy-right, for all copies of the work that are sold. The Committee will of course insure the use of good paper and good and correct printing.

It will be seen that the General Committee has during the year almost entirely confined itself to questions of administration, and only one meeting has devoted itself to the consideration of text-books. This will account to some extent for the small number of approved text-books, but the most active cause of this is the fact that, as no machinery at present exists for rewarding the authors of approved books, the Committee has largely to confine itself to the unimportant duty of condemning books prepared in a cheap and inefficient manner. Under the new constitution, the Committee will fulfil the more important function of actively encouraging the development of vernacular literature and of reliable and suitable English text-books.

The only Sub-Committees that have met during the year are those on English, Urdú, and History and Geography. At present the work of the Sub-Committees is of the most discouraging kind; on very rare occasions does a really good text-book come before them, and even when such a book is found, it is probably unsuited, for some reason or other, to the schools of the Punjab. When the Committee has power to arrange for the preparation of new text-books, the duties and the importance of the several Sub-Committees will be much increased.

The Urdú Sub-Committee had a number of books laid before it, but they were, almost without exception, valueless for any of the purposes of the Committee. Yet their authors confidently recommended them for use in schools, a fact which shows how necessary it is that the initiative in the preparation of text-books should be taken by such bodies as the Text-Book Committee. For such text-books as are rejected are not thereby disposed of; being cheap, they are bought by the pupils of schools; and being in many cases epitomes and synopses of facts required for examinations, they largely counteract the efforts of the most careful teacher.

The books submitted to the Sub-Committee on History and Geography were, with few exceptions, not of a very high order. The work of preparing and improving the District Geographies is being actively carried on.

The Gurmukhí Sub-Committee did not meet during the year under report. But the preparation of the Panjábí Dictionary has progressed to this extent that the proprietor has made more efficient arrangements for the printing of the work, and hopes soon to submit a large part of it to the Sub-Committee.

Accomodation is being provided for large additions to the Reference Library, which, under the reconstituted Committee will form one of the most essential parts of the Committee's work.

W. BELL,

Secretary.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1887-88.

(For Details see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.			
				University Education.		*School Education, General.*		*School Education, Special.*						
Total Area in Square Miles.	Number of Towns and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.	Grand Total.	Percentage of
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
106,632	Towns 238 Villages 34,086 Total 34,324	Males 1,05,57,400 Females 89,97,000 Total 19,554,400	Institutions. For Males	4	1	247	1,640	5	8	1,905	2,416	12,097	16,418	Institutions to No. of towns and villages. 47·83
			Institutions. For Females	...	...	17	308	3	1	329	...	1,678	2,007	5·85
			Institutions. Total ...	4	1	264	1,948	8	9	2,234	2,416	13,775	18,425	53·68
			Scholars. Males ...	440	59	45,806	77,052	315	493	124,165	18,113	116,085	258,363	Male scholars to male population of school-going age. 16·31
			Scholars. Females ...	...	2	1,157	9,523	50	27	10,759	...	17,452	28,211	Female scholars to female population of school-going age. 2·09
			Total	440	61	46,963	86,575	365	520	134,924	18,113	133,537	2,86,574	9·77

EDUCATION—GENERAL TABLE II.

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1887-88.

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
	University Education.		*School Education, General.*		*School Education, Special.*											
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions* For Males ...	93,552	61,302	6,73,921	3,38,117	51,876	64,537	12,83,305	62,699	41,080	1,42,711	1,13,643	2,94,171	53,542	2,34,211	9,42,057	23,99,315
For Females	...	...	82,352	82,567	8,453	581	1,73,953									
Total ...	93,552	61,302	7,56,273	4,20,684	60,329	65,118	14,57,258	62,699	41,080	1,42,711	1,13,643	2,94,171	53,542	2,34,211	9,42,057	23,99,315
2. (a) Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction . .	7·23	9·77	21 34	5 34	9·16	5·01	57 85	4·68	6·57	20·23	4·85	9·87	1·33	– 5·38	42·15	100
(b) Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	...	...	18 26	54·54	..	...	72 80	·50	...	3·36	8·57	11·51	1·63	1·63	27·20	100
(c) Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	·39	.	65·97	13·38	·51	1·93	82 18	·90	..	·29	7·05	6·21	2·32	·95	17·8	100
(d) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction	3·90	2 56	31·52	17·53	2·52	2·71	60·74	2·61	1·71	5·95	4 74	12·26	2 23	9·76	39·26	100

3. AVERAGE ANNUAL COST OF EDUCATING EACH IN PUPIL IN

		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Departmental Institutions	Cost to Provincial Revenues	225 2 8		12 12 10	15 3 6	166 11 6	173 12 6	100 9 11
	Cost to Local & Municipal Funds		..	..	..	1 2 8	..	0 5 4
	Total Cost ...	269 7 5	.	21 3 0	17 2 1	167 14 2	173 12 6	109 13 11
Local Fund Schools	Cost to Provincial Revenues ...	.	...	...	.		...	..
	Cost to Local Funds	...	...	4 11 11	3 12 11	..	..	3 14 9
	Total Cost ...	...	...	6 2 7	4 3 7	..	...	4 7 5
Municipal Schools ...	Cost to Provincial Revenues ...	...	...	0 1 7	0 0 3	..	..	0 1 3
	Cost to Municipal Funds ...	...	...	7 7 1	3 12 11	...	31 7 11	6 9 9
	Total Cost ...		..	12 14 5	5 4 8	..	31 15 3	11 0 1
Other Departments, &c.	Cost to Provincial Revenues ...	...	884 9 3	12 2 11	2 5 9	...	65 15 3	45 9 10
	Cost to Local & Municipal Funds	...	.	0 6 6	0 14 10			0 5 8
	Total Cost .	149 3 5	888 6 11	34 15 2	8 1 11		162 10 3	84 0 4
Aided Institutions	Cost to Provincial Revenues	96 10 8	.	12 0 11	2 15 6	122 1 8	10 5 6	8 2 5
	Cost to Local & Municipal Funds	13 5 4		0 14 7	0 13 8	25 8 6	15 1 8	1 0 5
	Total Cost .	322 5 2	.	31 6 9	9 6 11	179 13 7	58 15 5	2 2 2 3
Unaided Institutions	Total Cost	.	.	13 15 11	7 11 6	..	58 9 7	11 8 4
All Institutions	Cost to Provincial Revenues	115 4 0	884 9 3	2 13 0	0 6 5	160 13 3	55 11 1	2 11 9
	Cost to Local & Municipal Funds	3 1 0	..	6 0 3	3 7 4	4 6 1	10 8 2	4 6 5
	Total Cost ...	238 10 5	888 6 11	15 15 1	5 0 7	169 7 5	115 10 7	11 0 3

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

CLASS OF INSTITUTIONS	PUBLIC INSTITUTIONS. Under Public Management: Maintained by the Department — Number of Institutions	Number of Scholars on the rolls on 31st March	Average number on the rolls monthly during the year	Average daily attendance	Maintained by Local Fund and Municipal Boards — Number of Institutions	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year	Average daily attendance	Maintained by other Departments of Government or in other ways — Number of Institutions	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year	Average daily attendance	Under Private: Aided by the Department or by Local Fund or Municipal Boards — Number of Institutions.	Number of Scholars on the rolls on 31st March	Average number on the rolls monthly during the year	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education — Arts Colleges — English	1	193	162	146									2	112	90	80
University Education — Arts Colleges — Oriental									1	135	140	128				
University Education — Colleges or Departments of Colleges for Professional Training — Medicine									1	*61	69	58				
University Education — Total	1	193	162	146					2	196	209	186	2	112	90	80
School Education, General — Secondary Schools — For Boys — English	1	215	225	194	61	17,037	17,484	14,646	5	1,171	1,173	999	37	*8,220	8,302	6 626
School Education, General — Secondary Schools — For Boys — Vernacular					125	17,469	17,520	14,900	1	57	65	50				
School Education, General — Secondary Schools — For Girls — English									2	276	248	247	12	†654	641	537
School Education, General — Secondary Schools — For Girls — Vernacular					1	37	28	24					2	156	162	99
School Education, General — Secondary Schools — Total	1	215	225	194	187	34 543	35,030	29,569	8	1,504	1 486	1,296	51	9,030	9,105	7,252
School Education, General — Primary Schools — For Boys	4	360	310	244	1,496	70,941	68,782	56,499	3	162	168	141	93	4 467	4 453	3,540
School Education, General — Primary Schools — For Girls					142	4,003	3,588	2,779					161	†5,395	4 991	3,832
School Education, General — Primary Schools — Total	4	360	310	244	1,638	74,944	72,370	59,278	3	162	168	141	254	9,862	9,444	7,372
School Education, Special — Schools for Special Instruction — Training Schools for Masters	5	315	309	200												
School Education, Special — Training Schools for Mistresses													3	50	47	39
School Education, Special — Schools of Art	1	91	77	67												
School Education, Special — Law Schools									1	68	60	52				
School Education, Special — Medical Schools									1	‡134	151	137				
School Education, Special — Industrial Schools					2	139	174	100					2	24	20	26
School Education, Special — Other Schools									1	55	57	54				
School Education, Special — Total	6	406	386	457	2	139	174	100	3	257	268	243	5	74	76	65
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	12	1,164	1,083	941	1,827	1,09,626	1,07,574	88,947	16	2,119	2,131	1,866	312	19,078	18 715	14,766

PRIVATE INSTITUTIONS

1 *Advanced Teaching*—
- (*a*) Arabic or Persian
- (*b*) Sanskrit

2 *Elementary, Teaching a vernacular only or mainly*

3 *Do. do * the Qurán*

4 *European and Eurasian Schools not conforming to Departmental standards*

5 *Other Schools not conforming to Departmental Standards*

ERAL TABLE III.

IN THE PUNJAB, FOR THE OFFICIAL YEAR 1887-88

Management	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March Learning English	Learning a classical language.	Learning a vernacular language.	Classification of Scholars on the 31st of March according to Race or Creed: Europeans and Eurasians.	Native Christians.	Hindus	Sikhs.	Muhammadans	Others.	Remarks.
	18	19	20	21	22	23	24	25	26	27a	27b	27c	27d	27e	27f	28
Unaided					3	305	305	300		.	8	207	23	66	1	
					1	185	11	79	56	.		54	13	69		
					1	*61	. 61			5	8	35	2	11		*2 Girls
					5	501	377	379	56	5	16	296	37	146	1	
	16	1,646	1,561	1,248	120	*28,289	16,563	18,488	28,071	814	422	16,074	2 013	8,830	136	*44 Girls
	1	25	25	20	127	17,551	5	6,883	17,532		6	9,960	1,581	5,999	5	
					14	†930	916	74	187	758	167				5	†10 Boys
					3	103		31	193			102	40	42		
	17	1,671	1,586	1,268	261	46,963	17,484	25,476	45,983	1,572	595	26,136	3,643	14 871	146	
	44	1,103*	1,089	813	1,640	*77,033	1,407	11,875	77,033	38	268	36,963	7,631	31 697	436	* 10 Girls
	5	144†	128	121	308	†9,742	120	630	9 450	93	68	4,184	1,173	3,881	144	† 29 Boys.
	49	1,247	1,217	934	1,948	86,575	1,617	12,505	86,483	130	336	41,147	8,804	35,578	580	
			.		5	315	36	279	279	. .		164	21	129	1	(a) 40 Carpentry, 6 modelling; 81 free-hand drawing, 10 architectural drawing, 10 decoration; 10 Lithography; 81 practical geometry and perspective.
			.		3	50	10	22	50	2	8	13	13	14		
			.		1	81	(a)	(a)	81		2	13	17	39		(b) Reading Law through the medium of English and Vernacular.
					1	68	(b)48		(b)20	2		47	5	14		
					1	‡134			134		4	80	16	54		‡ 14 Girls.
	1	19	15	15	5	182	9	8	10		3	62	32	85		
					1	55						5	7	43		*Veterinary Surgery and Medicine 54
																Veterinary Anatomy and Physiology 55
																Materia Medica 56
	1	19	15	15	17	885	103	*309	574	4	17	364	121	378	1	
	67	2,937	2,818	2,217	2,234	1,34,924	19,581	38,869	1,33,006	1,711	964	67,943	12,905	50,973	728	670 Girls in Boys' schools. 92 Boys in Girl's schools
				..	2,164	15,230		14,680	1,476		...	1,179	191	13,627	33	
					252	2,883		2,760	237			2,845	36	1	1	
				For Boys	2,634	33,947	15	1,638	32,640		76	19,790	6,810	6,771	534	78 Girls.
				,, Girls	77	875		18	861			556	203	100	16	7 Boys
				For Boys	9,401	81,008		74,172	1,732			1,571	177	60,070	90	1,047 Girls.
				,, Girls	1,600	15,735		15,718	30			48		15,687		389 Boys
				For Boys	9	120	120	20		112	..	..			8	34 Girls.
				,, Girls	1	26	26		.	26	..	..	.	..		
				For Boys	59	920	.	76	920	.	705	138	34	380	69	63 Girls.
				,, Girls												
				Total	16,191	151,650	781	1,09 091	37,902	138	381	26,133	7,451	1,16,796	751	1,222 Girls in Boys schools 408 Boys in Girls' schools
				Grand Total	18,425	2,80,574	19 742	1,47,760	1,70,998	1,849	1,345	94,076	20,356	1,67,769	1 479	1,292 Total Girls in Boys schools, 445 ,, Boys in Girls' schools.

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.											
	Under Public Management.				Under Private Management.							
	Maintained by other Departments of Government or in other ways.				Aided by the Department or by Local Fund or Municipal Boards.				Unaided.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
School Education, General.												
Secondary Schools—												
For Boys .. .. English ...	2	350	371	313	7	*454	412	342	.	...	...	...
For Girls .. ... English ..	2	276	248	247	9	†481	462	383	..	..	..	...
Total ...	4	626	619	560	16	935	874	725	..	.	...	...
Primary Schools.												
For Boys	...	...	...	...	...	...	...	..	2	42	34	30
For Girls	...	...	...	...	2	*83	63	56	1	*12	13	10
Total	..	..	...	..	2	83	63	56	3	54	47	40
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION.	4	626	619	560	18	1,018	937	781	3	54	47	40

PRIVATE INSTITUTIONS—1. EUROPEAN AND EURASIAN SCHOOLS not conforming to Departmental Standards... ... . { For Boys / „ Girls

TOTAL .. ..

GRAND TOTAL

ERAL TABLE III. (A).

(FOR EUROPEANS) FOR THE OFFICIAL YEAR 1887-88.

Grand Total of Public Institutions	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March Learning.			Classification of Scholars on the 31st of March according to Race or Creed.		REMARKS.
		English	A classical language.	A vernacular language.	Europeans and Eurasians.	Others.	
14	15	16	17	18	19	20	21
9	*804	804	104	(a) ..	797	7	* 44 Girls. (a) Music 107 Needle-work 17
11	†757	757	5	14	754	3	† 10 Boys. Music 89 Needle-work 567
20	1,561	1,561	109	14	1,551	10	
2	42	42	...		38	4	10 Girls.
3	95	95			92	3	* 29 Boy's Needle-work 35
5	137	137			130	7	
25	1,698	1,698	109	14	1,681	17	54 Girls in Boys' schools 39 Boys in Girls' schools.
9	120	120	20		112	8	34 Girls
1	26	26			26		
10	146	146	20		138	8	34 Girls in Boys' schools
35	1,844	1,844	129	14	1 819	25	88 Total Girls in Boys' schools. 39 Total Boys in Girls' schools.

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE	PUBLIC						
	UNDER PUBLIC						
	Maintained by the Department						
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total
1	2a	2b	2c	2d	2e	2f	2
	Rs	Rs	Rs	Rs	Rs	Rs	Rs
ARTS COLLEGES—							
University Education — English	36,477			7,176			43,653
University Education — Oriental							
University Education — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING— Medicine							
Total	36,477			7,176			43,653
SECONDARY SCHOOLS—							
School Education, General — For Boys — English	2,880			1,799	88		4,767
School Education, General — For Boys — Vernacular							
School Education, General — „ Girls — English							
School Education, General — „ Girls — Vernacular							
Total	2,880			1,799	88		4,767
PRIMARY SCHOOLS							
School Education, General — For Boys	4,718			592			5,310
School Education, General — „ Girls							
Total	4,718			592	..		5,310
SCHOOLS FOR SPECIAL INSTRUCTION—							
School Education, Special. — Training Schools for Masters	51,516		360				51,876
School Education, Special. — Training Schools for Mistresses							
School Education, Special. — Schools of Art	13,381						13,381
School Education, Special. — Law Schools							
School Education, Special. — Medical Schools							
School Education, Special. — Industrial Schools							..
School Education, Special. — Other Schools							
Total	64,897		360				65,257
University Direction Inspection							
Scholarships held in — Arts Colleges	3,252	686	1,570			2,677	8,185
Scholarships held in — Professional Colleges							
Scholarships held in — Secondary Schools							...
Scholarships held in — Primary Schools							
Scholarships held in — Special Schools other than Training Schools	1,585	77	407			...	2,069
Buildings	41,342					7,359	48,701
Furniture and Apparatus (Special grants only)	2,477				280	60	2 817
Miscellaneous	—44 672					57,587	12,915
Total	3,984	763	1,977		280	67,683	74,687
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,12,956	763	2,337	9,567	368	67,683	1,93,674

ERAL TABLE IV,

IN THE PUNJAB, FOR THE OFFICIAL YEAR 1887-88

INSTITUTIONS.

MANAGEMENT.

Maintained by Local Fund and Municipal Boards.							*Maintained by other Departments of Government or in other ways.*						
Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
3a	3b	3c	3d	3e	3f	3	4a	4b	4c	4d	4e	4f	4
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	719	...	20,171	20,890
...	...	...	...	...	...	...	61,036	...	...	266	...	...	61,302
...	...	...	...	...	...	...	61,036	...	...	985	...	20,171	82,192
2,643	19,703	1,74,431	84,032	2,588	591	2,83,988	11,280	600	...	2,600	378	20,785	35,643
...	62,244	19,750	24,554	462	96	1,07,106	...	...	...	36	..	4,208	4,244
...	...	...	...	...	...	...	6,824	...	...	...	..	5,219	12,043
..	190	...	...	...	...	190	...	...	...	..	...	...	...
2,643	82,137	1,94,181	1,08,586	3,050	687	3,91,284	18,104	600	...	2,636	378	30,212	51,930
...	2,36,374	26,501	32,893	394	1,254	2,97,416	396	154	2	887	185	240	1,864
198	8,680	8,920	...	306	...	18,104	.	...	...	..	...	..	...
198	2,45,054	35,421	32,893	700	1,254	3,15,520	396	154	2	887	185	240	1,864
...	...	...	..	...	...	...	...	.	...	...	...	...	...
...	...	...	..	..	...	...	...	...	...	...	...	..	...
...	...	...	...	.	...	.	..	...	...	...	...	...	...
..	..	...	...	...	...	...	..	...	...	2,827	...	2,486	5,313
...	...	...	...	..	...	..	10,200	...	...	...	...	...	10,200
...	...	5,480	...	...	80	5,560	...	...	...	...	...	..	...
...	...	...	...	...	..	..	7,475	...	..	...	...	20,600	28,075
...	...	5,480	...	..	80	5,560	17,675	...	..	2,827	...	23,086	43,588
..	...	...	..	...	..	...	..	..	...	...	...	...	..
..	...	...	...	...	..	..	..	..	..	...	...	...	...
									...				
.	.	...	.	...	...	...	735	...	340	...	..	7,694	8,769
.	.	...	...	..	..	..	6,632	.	1,438	...	244	..	8,314
1,968	33,511	8,538	161	..	573	44,751	...	115	...	...	...	2,191	3,206
659	404	95	...	..	...	1,158	...	...	...	...	...	..	...
...	...	313	...	...	80	393	9 588	165	5,876	...	...	1,055	16,684
3,644	52,281	19,345	..	..	...	75,270	11,375	..	...	...	...	...	11,375
...	7,399	3,492	18	1,097	883	12,889	4,061	...	3,616	...	195	12,883	11,855
120	7,380	2,756	3,043	40	...	13,339	7,129	...	..	8,892	.	§93,935	1,09,956
6,391	1,00,975	34,539	3,222	1,137	1,536	1,47,800	40,070	280	11,270	8,892	439	1,07,758	1,68,709
9,232	4,28,166	2,69,621	1,44,701	4,887	3,557	8,60,164	1,87,281	1,034	11,272	15,727	1,002	1,81,467	3,47,783

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PRIVATE						
	Aided by the Department or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	5a	5b	5c	5d	5e	5f	5
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — ARTS COLLEGES—							
English	8,700	...	1,200	2,982	7,381	8,746	29,009
Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—							
Medicine	...	...	...	...	...	...	...
Total	8,700	...	1,200	2,982	7,381	8,746	29,009
SECONDARY SCHOOLS—							
School Education, General. — For Boys — English	76,661	160	7,292	71,367	12,001	48,493	2,15,974
For Boys — Vernacular	...	...	...	...	...	...	...
,, Girls — English	28,085	...	360	22,213	3,209	10,272	64,089
,, Girls — Vernacular	5,070	...	500	...	102	358	6,030
Total	1,09,766	160	8,152	93,580	15,312	59,123	2,86,093
PRIMARY SCHOOLS.							
For Boys	8,671	1,236	968	5,118	2,187	7,425	25,605
,, Girls	19,381	1,232	4,642	1,420	6,065	30,754	63,494
Total	28,052	2,468	5,610	6,538	8,252	38,179	89,099
SCHOOLS FOR SPECIAL INSTRUCTION—							
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...
Training Schools for Mistresses	5,739	...	1,200	...	...	1,514	8,453
Schools of Arts	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Industrial Schools	300	...	438	...	691	281	1,710
Other Schools	...	...	...	...	...	...	...
Total	6,039	...	1,638	...	691	1,795	10,163
University Direction Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	1,635	10	599	...	...	1,743	3,987
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	2,612	3,800	1,544	...	23	5,205	13,184
Primary Schools	1,724	4	618	...	...	68	2,414
Special Schools other than Training Schools	...	160	282	...	...	120	562
Buildings	5,323	...	...	...	...	1,53,502	1,58,825
Furniture and Apparatus (Special grants only)	1,187	...	...	...	...	25,294	26,481
Miscellaneous	3,758	3	165	55,818	28,703	9,554	98,001
Total	16,239	3,977	3,208	55,818	28,726	1,95,486	3,03,454
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,68,796	6,605	19,808	1,58,918	60,362	3,03,329	7,17,818

ERAL TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1887-88.

INSTITUTIONS. MANAGEMENT. Unaided. Fees	Subscriptions.	Endowments and other sources.	Total.	TOTAL EXPENDITURE FROM Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	All other sources.	GRAND TOTAL.	REMARKS.
6a	6b	6c	6	7a	7b	7c	7d	7e	7	8
Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs	
				45,177		1,200	10,158	16,127	72,662	
							719	20,171	20,890	
				61,036			266	..	61,302	
		...		1,06,213		1,200	11,143	36,298	1,54,854	
5,422	6,395	10,266	22,083	93,404	20,468	1,81,723	1,65,220	*1,01,585	*5,62,455	*Rs. 14,585 from Imperial Revenues.
		116	116		62,244	19,750	24,590	4,882	1,11,466	
				34,859		360	22,218	†18,700	†76,132	†Rs. 5,219 from Imperial Revenues.
				5,070	190	500		460	6,220	
5,422	6,395	10,382	22,199	1,33,893	82,897	2,02,333	2,12,023	1,25,629	7,56,273	
937	2,649	4,886	8,422	13,785	2,37,764	27,471	39,927	19,170	3,38,117	
110	354	505	969	19,579	9,912	13,562	1,530	37,984	82,567	
1,047	3,003	5,341	9,391	33,364	2,47,676	41,033	41,457	57,154	4,20,684	
				51,516		360			51,876	
				5,739		1,200		1,514	8,453	
				13,381					13,381	
							2,827	2,486	5,313	
				10200					10,200	
		879	897	300		5,918		1,931	8,149	
				7 475				‡20,600	28,075	‡Imperial Revenues
		879	879	88.611		7,478	2,827	26,531	1,25,447	
				29,260	2,284	2,760	28,395		§62,699	§Exclusive of expenditure on the Oriental College and school, the Law school and scholarships held in the Arts Colleges.
				41,080					41,089	
				1,26,442	15,234	905		130	1,42,711	
				5,022	696	2,509		12,114	20,941	
				6,632		1,438		244	8,314	
		783	783	4,580	37,426	10,082	161	8,775	61,024	
	50	84	134	2,383	408	713		202	3,706	
				11,123	402	6,878		1,255	19,658	
				61,684	52,281	19,345		1,60,861	2,94,171	
				8,325	7,399	7,108	18	‖30,692	53,542	‖Rs 200 from Imperial Revenues
				—33,665	7,383	2,921	67,753	1,89,819	2,34,211	¶Rs 93,265 from Imperial Revenues
								¶		
	50	867	917	2,63,466	1,23,513	54,659	96,327	4,04,992	9,42,057	
6,469	9,448	17,469	33,386	6,25,047	4,54,086	3,06,703	3,63,777	6,49,702	23,99,315	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.			PUBLIC			
			UNDER PUBLIC MANAGEMENT.			
			Maintained by other Departments of Government or in other ways.			
			Provincial Revenues.	Fees.	Endowments and other sources.	Total.
1			2a	2b	2c	d
			Rs.	Rs.	Rs.	Rs.
	SECONDARY SCHOOLS—					
School Education, General.	For Boys	English ...	9,447	...	* 14,585	24,032
	For Girls	English ...	6,824	...	* 5,219	12,043
		Total	16,271	..	* 19,804	36,075
	PRIMARY SCHOOLS—					
	For Boys		...	...	...	...
	For Girls		...	...	...	...
		Total	...	...	...	...
Buildings			11,375	...		11,375
Furniture and Apparatus (Special Grants only)			...	...	...	..
Miscellaneous			3,529	8,892	* 93,265	1,05,686
		Total	14,904	8,892	* 93,265	* 1,17,061
TOTAL EXPENDITURE ON PUBLIC INSTRUCTIO ...			31,175	8,892	1,13,069	1,53,136

ERAL TABLE IV..(A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1887-88.

INSTITUTIONS.												
UNDER PRIVATE MANAGEMENT.								TOTAL EXPENDITURE FROM			GRAND TOTAL.	REMARKS.
Aided by the Department or by Local Fund or Municipal Boards.					*Unaided.*							
Provincial Revenues.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Total.	Provincial Revenues.	Fees.	All other sources.		
3a	3b	3c	3d	3	4a	4b	4	5a	5b	5c	5	6
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
18,745	23,224	2,360	5,504	49,833	...	...	...	28,192	23,224	22,449	73,865	* Imperial Revenues.
23,425	18,411	3,209	3,227	48,272	...	...	...	30,249	18,411	11,655	60,315	
42,170	41,635	5,569	8,731	98,105	...	...	...	58,441	41,635	34,104	1,34,180	
...	...	...	...	...	512	466	978	...	512	466	978	
1,516	1,275	531	21	3,343	110	90	200	1,516	1,385	642	3,543	
1,516	1,275	531	21	3,343	622	556	1,178	1,516	1,897	1,108	4,521	
5,323	...	...	...	5,323	...	...	..	16,698	...	..	16,698	
...	...	...	25,156	25,156	...	...	...	...	....	25,156	25,156	
...	54,907	25,534	7,054	88,095	...	...	...	3,529	63,799	1,26,453	1,93,781	* Imperial Revenues.
5,323	54,907	25,534	32,810	1,18,574	...	...	...	20,227	63,799	1,51,609	2,35,635	
49,009	97,817	31,634	41,562	2,20,022	622	556	1,178	80,184	1,07,331	1,86,821	3,74,336	

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

Class of Schools.			Number of schools	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys.	Departmental	English	1	215	...	...	...	73	...	73
	Local Fund	English	1	187	..	...	...	16	...	16
		Vernacular	66	8,798	..	.	...	1,975	...	1,975
	Municipal Fund	English	60	16,850	672	...	672	3,400	...	3,400
		Vernacular	59	8,671	12	...	12	1,577	.	1,577
	Other Depts.	English	5	1,171	28	. .	28	209	...	209
		Vernacular	1	57	57	. .	57	...	...	.
	Aided	English	37	8,220	578	...	578	1,973	4	1,977
	Unaided	English	16	1,646	132	...	132	386	...	386
		Vernacular	1	25	..	...	...	7	...	7
	Total		247	45,840	1,474	...	1,474	9,616	4	9,620
For Girls.	Local Fund	Vernacular	1	37	...	...	...	...	6	6
	Other Depts.	English	2	276	...	7	7	...	58	58
	Aided	English	12	654	...	9	9	...	145	145
		Vernacular	2	156	...	...	...	...	18	18
	Total		17	1,123	...	16	16	...	227	227
Total Secondary Schools			264	46,963	1,474	16	1,490	9,616	231	9,847
Primary Schools—										
For Boys.	Departmental		4	360	...	...	..	...	...	...
	Local Fund		1,413	63,803	...	...	...	...	...	...
	Municipal		83	7,138	...	...	...	...	...	...
	Other Depts.		3	162	...	...	...	...	...	...
	Aided		93	4,467	...	...	...	...	...	...
	Unaided		44	1,103	...	...	...	...	...	. .
	Total		1,640	77,033	...	...	. .	. .	..	...
For Girls.	Local Fund		68	1,817	...	...	...	. .	...	...
	Municipal		74	2,186	...	...	...	...	...	..
	Aided		161	5,395	...	...	...	...	...	...
	Unaided		5	144	...	...	...	...	..	...
	Total		308	9,542	...	...	...	...	...	...
Total Primary Schools			1,948	86,575	...	...	...	...	...	..
GRAND TOTAL			2,212	1,33,538	1,474	16	1,490	9,616	231	9,847

RAL TABLE V.

GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1887-88.

Upper Primary Stage.			Lower Primary Stage.						Total.			Remarks.
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*									
			Reading Printed Books.			Not Reading Printed Books.						
3			4			5						
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
76	...	76	66	...	66	...	...	...	215	...	215	
50	...	50	121	...	121	...	...	...	187	...	187	
1,560	...	1,560	4,979	...	4,979	284	...	284	8,798	...	8,798	
4,979	...	4,979	7,019	...	7,019	780	...	780	16,850	...	16,850	
1,601	...	1,601	4,901	...	4,901	580	...	580	8,671	...	8,671	
342	...	342	592	...	592	...	...	...	1,171	...	1,171	
...	...	...	...	...	...	...	...	...	57	...	57	
2,026	9	2,035	3,537	31	3,568	67	...	67	8,176	44	8,220	
471	...	471	645	...	645	12	...	12	1,646	...	1,646	
7	...	7	7	...	7	4	...	4	25	...	25	
11,112	9	11,121	21,867	31	21,898	1,727	...	1,727	45,796	44	45,840	
...	7	7	...	24	24	...	...	...	...	37	37	
...	79	79	...	132	132	...	...	...	...	276	276	
...	190	190	10	300	310	...	...	...	10	644	654	
...	31	31	...	107	107	...	...	...	...	156	156	
...	307	307	10	563	573	...	...	...	10	1,113	1,123	
11,112	316	11,428	21,877	594	22,471	1,727	...	1,727	45,806	1,157	46,963	
95	...	95	265	...	265	...	...	...	360	...	360	
10,453	...	10,453	52,067	...	52,067	1,283	...	1,283	63,803	...	63,803	
518	...	518	5,466	...	5,466	1,154	...	1,154	7,138	...	7,138	
26	...	26	136	...	136	...	...	...	162	...	162	
316	...	316	3,807	...	3,807	344	...	344	4,467	...	4,467	
142	1	143	931	9	940	20	...	20	1,093	10	1,103	
11,550	1	11,551	62,672	9	62,681	2,801	...	2,801	77,023	10	77,033	
...	64	64	...	1,553	1,553	...	200	200	...	1,817	1,817	
...	81	81	...	2,057	2,057	...	48	48	...	2,186	2,186	
7	177	184	18	4,463	4,481	...	730	730	25	5,370	5,395	
...	...	...	4	73	77	...	67	67	4	140	144	
7	322	329	22	8,146	8,168	...	1,045	1,045	29	9,513	9,542	
11,557	323	11,880	62,694	8,155	70,849	2,801	1,045	3,846	77,052	9,523	86,575	
22,669	639	23,308	84,571	8,749	93,320	4,528	1,045	5,573	1,22,858	10,680	1,33,538	

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS
THE OFFICIAL

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.		
			1		
			Boys.	Girls.	Total.
Secondary Schools—					
For Boys Other Departments, English ...	2	350	28	...	28
For Boys Aided, English	7	454	27	...	27
Total	9	804	55	...	55
For Girls Other Departments, English ...	2	276	...	7	7
For Girls Aided, English	9	481	...	...	...
Total	11	757	...	7	7
Total Secondary Schools ...	20	1,561	55	7	62
Primary Schools—					
For Boys—Unaided	2	42	...	...	...
Total	2	42	...	...	...
For Girls Other Departments, Aided	2	83	...	...	...
For Girls Unaided	1	12	...	...	...
Total	3	95	...	...	...
Total Primary School ...	5	137	...	...	...
GRAND TOTAL ...	25	1,698	55	7	62

ERAL TABLE V. (A.)

FOR GENERAL EDUCATION FOR EUROPEANS IN THE PUNJAB AT THE END OF YEAR 1887-88.

Middle Stage. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.*			Upper Primary Stage. *Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			Lower Primary Stage. *Comprising all pupils who have not passed beyond the Lower Primary Stage.* Reading Printed Books.			Total.			Remarks
2			3			4						
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
81	...	81	125	...	125	116	...	116	350	...	350	
105	4	109	123	9	132	155	31	186	410	44	454	
186	4	190	248	9	257	271	31	302	760	44	804	
...	58	58	...	79	79	...	132	132	...	276	276	
...	116	116	...	144	144	10	211	221	10	471	481	
...	174	174	...	223	223	10	343	353	10	747	757	
186	178	364	248	232	480	281	374	655	770	791	1,561	
...	...	...	5	1	6	27	9	36	32	10	42	
...	...	...	5	1	6	27	9	36	32	10	42	
...	...	...	7	4	11	18	54	72	25	58	83	
...	...	...	...	...	...	4	8	12	4	8	12	
...	...	...	7	4	11	22	62	84	29	66	95	
...	...	...	12	5	17	49	71	120	61	76	137	
186	178	364	260	237	497	330	445	775	831	867	1,698	

EDUCATION—GENERAL TABLE VI.

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS IN THE PUNJAB DURING THE OFFICIAL YEAR 1887-88.

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.					
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians	Native Christians.	Hindús.	Sikhs.	Muhammadans	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16a	16b	16c	16d	16e	16f
Arts Colleges—																				
1. Master of Arts	1	...	...	1	4	...	...	2	6	...	...	...	1	1	...	...	1	...	...	...
1. Master of Oriental learning	...	...	...	..	...	...	...	..	...	..	...	..	..	..	...	...	..	...	...	...
2 Bachelor of Arts	1	1	...	2	39	6	...	7	52	24	3	...	1	28	...	1	24	...	3	...
2 Bachelor of Oriental learning	1	...	...	1	3	...	...	2	5	3	...	...	1	4	...	...	3	...	1	...
3. Intermediate Arts Calcutta	...	...	...	..	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Intermediate Arts Punjab	2	2	...	4	94	54	...	43	191	24	16	...	4	44	...	..	28	4	12	...
3. Intermediate Oriental Punjab	1	...	...	1	6	..	...	3	9	4	...	...	2	6	...	...	2	...	4	...
Oriental Colleges—																				
1. Honours in Sanskrit	1	...	...	1	2	...	...	1	3	2	...	...	1	3	...	...	3	...	...	...
1. „ Arabic	1	...	...	1	4	...	...	1	5	4	...	...	1	5	...	...	...	...	5	...
1. „ Persian	1	...	...	1	2	..	...	1	3	1	...	..	1	2	...	..	...	...	2	...
2. High Proficiency in Sanskrit	1	...	...	1	6	...	...	1	7	2	...	...	...	2	...	...	2	...	...	...
2. „ „ Arabic	1	...	...	1	5	...	...	...	5	4	...	...	...	4	...	...	...	...	4	...
2. „ „ Persian	1	...	1	2	6	...	1	...	7	5	...	...	...	5	...	...	...	...	5	...
3. Proficiency in Sanskrit	3	...	5	8	10	...	15	4	29	7	...	6	4	17	...	...	17	...	...	...
3. „ Arabic	1	1	...	2	8	3	...	1	12	6	3	...	...	9	...	...	...	...	9	...
3. „ Persian	1	1	1	3	3	1	1	4	9	2	1	1	3	7	...	...	1	...	6	...
3. „ in Urdú	...	...	...	...	...	...	...	1	1	...	...	...	1	1	...	...	...	...	...	...
Medicine—																				
1. L. M. S. (Final Examination)	1	...	...	1	11	...	...	...	11	8	...	...	...	8	...	1	3	1	3	...
2. First L. M. S. (First Examination)	1	...	...	1	12	...	...	...	...	4	...	...	...	4	...	..	1	...	2	...

Engineering—																								
1. First L. C. E. (First Examination)																								
Schools of General Education—																								
Matriculation, Calcutta ...	Boys																							
	Girls																							
Do., Punjab	English ...	Boys	14	18	6	38	374	234	71	165	844	102	56	23	20	201	...	3	134	24	40	...		
		Girls	...	1	...	1	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...		
	Vernacular	Boys	3	...	...	3	16	...	...	15	31	5	...	...	6	11	...	...	3	...	8	...		
Schools of Special Instruction—																								
Certificate Examination for Masters.	Senior ...	English ...	1	...	...	1	24	...	...	6	30	17	...	...	5	22	...	...	17	...	5	...		
		Vernacular ...	1	1	...	2	27	7	...	16	50	16	...	...	2	18	...	...	3	3	12	...		
	Junior ...	English ...	1	...	...	1	14	...	...	1	15	11	...	...	...	11	...	...	8	3	...	...		
		Vernacular ...	4	1	...	5	221	21	...	39	281	121	8	...	9	138	...	...	57	17	64	...		
Law School ...	Final Examination		1	...	...	1	9	...	...	36	45	...	...	...	11	11	...	1	9	...	1	...		
	First Examination		1	...	...	1	5	...	...	...	5	1	...	...	...	1	...	...	1	...	...	...		
	Preliminary Examination ...		1	...	...	1	15	...	...	...	15	13	...	...	...	13	...	...	6	1	6	...		
Medical School—Vernacular Medical Examination ...			1	...	...	1	28	...	...	...	28	26	...	...	...	26	...	...	11	4	11	...		
Veterinary School—Veterinary Assistant's Examination			1	...	...	1	31	...	...	...	31	13	...	...	...	13	...	...	...	3	10	...		
Departmental Tests—																								
Middle School Examination.	English ...	Boys	65	37	15	117	995	565	142	605	2,307	506	193	47	55	801	37	4	507	80	172	1		
		Girls	2	12	...	14	8	19	...	...	27	7	15	...	...	22	19	3	...	...	...	...		
	Vernacular	Boys	122	2	...	124	999	7	...	308	1,314	550	4	...	59	613	...	...	310	95	308	...		
Upper Primary School Examination.	English and Vernacular	Boys	1,215	66	7	1,288	7,672	1,022	73	7	8,774	5,307	628	41	4	5,980	72	20	3,312	645	1,922	9		
		Girls	21	20	1	42	83	137	2	...	222	47	83	1	...	131	57	21	29	7	17	...		
Lower Primary School Examination.	Boys		1,512	83	5	1,600	13,802	1,285	101	6	15,194	9,811	906	81	6	10,804	77	30	5,378	1,148	4,161	9		
	Girls		84	37	3	124	323	473	26	...	822	186	252	13	...	451	91	23	189	24	128	3		

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

Object of Expenditure.	Expenditure of Local Fund Boards on Public Instruction.															
	In Institutions maintained by Local Fund Boards.											In Institutions maintained by				
	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local rates or cesses.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Other Departments of Government or in other ways.	Private persons or Associations.	Total Local Fund Expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. Arts Colleges—																
English	...	...	..	...	..	...	...	...	...	...	...	...	...	..	...	...
Total ..	...	...	...	...	...	...	...	..	...	...	...	..	...	...	...	...
Secondary Schools—																
School Education, General. For Boys. English	1	187	197	129	.	1,704	...	248		...	1,952	...	17,999	600	160	20,463
For Boys. Vernacular ...	66	8,798	8,771	7,518		40,775	398	11,850	255	...	53,278	..	21,469	..		62,244
For Girls. English ...	...	...	..	...	...	...	...	..	...	...	...	...	...	...	..	...
For Girls. Vernacular ..	1	37	26	23	...	190	...	...	...	...	190	...	...	...	..	190
Total ...	68	9,022	8,994	7,670	...	42,669	398	12,098	255	...	55,420	...	39,468	600	160	82,897
Primary Schools.																
For Boys	1,413	63,803	61,611	50,636	...	2,33,075	55	24,607	394	1,209	2,59,340	..	3,299	154	1,236	2,37,764
For Girls . .	68	1,817	1,482	1,236	50	6,995	29	...	...	...	7,074	..	1,685	..	1,232	9,912
Total	1,481	65,620	63,093	51,872	50	2,40,070	84	24,607	394	1,209	2, 66,414	...	4,984	154	2,468	2,47,676
Schools for Special Instruction—																
School Education, Special. Training Schools for Masters .	..	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...
Training Schools for Mistresses ..	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools ..	...	...	...	...	...	...	...	...	...	...	...	...	...	.	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...
Inspection—	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15,234
Scholarships held in Arts College ..	...	...	...	...	...	...	...	...	...	...	...	686	...	..	10	696
Professional Colleges ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	7,035	173	...	...	...	7,208	...	26,476	115	3,800	37,426
Primary Schools ...	...	...	...	...	274	292	...	...	...	...	566	...	112	...	4	408
Special Schools other than Training Schools	...	...	.		...	.	...	...	...	...	...	77	...	165	160	402
Buildings	...	...	...	...		40,331	869	...	...	...	41,200	...	11 950	...	..	52,281
Furniture and Apparatus (Special Grants only)	...	...	...	..		5,788	778	...	1,072	767	8,405	..	1,611	...	..	7399
Miscellaneous	...	...	...		..	1,857	78	...	...	...	1,935	.	5,523	...	3	7,383
Total .	...	...	...	...	274	55,303	1,898	...	1,072	767	59,314	763	45,672	280	3,977	1,21229
Grand Total .	1,549	74,642	72,087	59,542	324	3,38,6.2	2,380	36,705	1,721	1,976	3,81,148	763	90,124	1,034	6,605	4,51,802

ERAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1887-88.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.

In Institutions maintained by Municipal Boards.											In Institutions maintained by					
Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rates.	Local Fund Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Local Fund Boards.	Other Departments of Government or in other ways.	Private persons or Association.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,200	1,200	1,200
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,200	1,200	1,200
60	16,850	17,287	14,517	2,643	1,74,431	17,299	83,784	2,588	591	2,82,036	...	...	...	7,292	1,81,723	2,02,186
59	8,671	8,749	7,382	...	19,352	21,469	12,704	207	96	53,828	...	398	...	...	19,750	81,904
...	...	...	...	...	...	...	...	...	...	...	...	...	...	360	360	360
...	...	...	...	...	...	...	...	...	...	...	...	...	...	500	500	690
119	25,521	26,036	21,899	2,643	1,93,783	39,468	96,488	2,795	687	3,35,864	...	398	...	8,152	2,02,333	2,85,230
83	7,138	7,171	5,863	...	26,446	3,299	8,286	...	45	38,076	...	55	2	968	27,471	2,65,235
74	2,186	2,106	1,543	148	8,891	1,685	...	306	...	11,030	...	29	...	4,642	13,562	23,474
157	9,324	9,277	7,406	148	35,337	4,984	8,286	306	45	49,106	...	84	2	5,610	41,033	2,88,709
...	...	...	...	...	...	...	...	...	...	...	360	...	...	...	360	360
...	...	...	...	...	...	...	...	...	...	...	...	...	..	1,200	1,200	1,200
2	139	174	100	...	5,480	...	...	...	80	5,560	...	...	...	438	5,918	5,918
2	139	174	100	...	5,480	...	...	...	80	5,560	360	...	...	1,638	7,478	7,478
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	905	16,139
...	...	...	...	...	...	...	...	...	...	...	1,570	...	340	599	2,509	3,205
...	...	...	...	...	...	...	...	...	...	...	...	...	1,438	...	1,438	1,438
...	...	...	...	1,968	8,365	26,476	161	...	573	37,543	...	173	...	1,544	10,082	47,508
...	...	...	...	385	95	112	...	...	...	592	...	...	...	618	713	1,121
...	...	...	...	...	313	...	...	...	80	393	407	...	5,870	282	6,878	7,280
...	...	...	...	3,644	18,476	11,950	...	...	...	34,070	...	869	...	...	19,345	71,626
...	...	...	...	...	2,714	1,711	18	25	116	4,484	...	778	3,616	...	7,108	14,507
...	...	...	...	120	2,678	5,523	3,043	40	...	11,404	...	78	...	165	2,921	10,304
...	...	...	...	6,117	32,641	45,672	3,222	65	769	88,486	1,977	1,898	11,270	3,208	51,899	1,73,128
278	34,984	35,487	29,405	8,908	2,67,241	90,124	1,07,996	3,166	1,581	4,79,016	2,337	2,380	11,272	19,808	3,03,943	7,55,745